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2<sup>nd</sup> edition

# Solutions

Pre-Intermediate Teacher's Book



with Teacher's Resource CD-ROM

Rónán McGuinness, Amanda Begg Tim Falla, Paul A Davies

**OXFORD**

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# Introduction

## A note from the authors

Welcome to *Solutions 2nd Edition*. Teachers' responses to the first edition have been overwhelmingly positive, so we have been careful to follow the same guiding principles in the new edition, providing a course that has:

- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar PPP approach with plenty of extra practice material
- a guided approach to speaking and writing

In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- updated and refreshed all the material, making it more appealing to 16–19-year-olds
- made the vocabulary sets more sophisticated, with increased practice in the vocabulary lessons as well as in the Culture and Reading lessons
- included more listening exam tasks in the Student's Book and Workbook
- provided more resources to support teachers, including photocopiable worksheets for every lesson in the Student's Book, which provide a mixture of extra practice, extension and communicative activities, review games and worksheets.
- provided enhanced digital resources, comprising iTools (a digital version of the Student's Book for use with interactive whiteboards); digital Workbooks; improved online tests; additional online vocabulary and grammar exercises

*Solutions 2nd Edition* has benefited from collaboration with teachers with extensive experience of teaching 16–19-year-olds and of preparing students for their school-leaving exam. We would like to thank Rónán McGuinness for sharing his expertise in writing the procedural notes in the Teacher's Book. Amanda Begg provided the photocopiable classroom activities on the Teacher's Resource CD-ROM.

We are confident that the result is a forward-thinking and modern course that will prepare your students for their exams and provide you with all the support that you need. We hope that you and your students enjoy using it!

Tim Falla and Paul A Davies

## The components of the course

### Student's Book

The Student's Book contains:

- ten topic-based units, each covering seven lessons
- five *Language Review/Skills Round-up* sections, providing a language test of the previous two units and a cumulative skills-based review
- five *Get Ready for your Exam* sections providing typical exam tasks and preparation
- ten *Vocabulary Builders* with practice and extension
- ten *Grammar Builder Reference* sections containing grammar reference and further exercises

### Words mobile phone app

Also available for students to purchase is the *Solutions 2nd Edition Pre-Intermediate Words app* for Apple and Android mobile phones. The app offers definitions and contextual sentences for over 1,000 useful words from the Pre-Intermediate Student's Book and Workbook. This helps to consolidate learning by enabling students to check and learn the meaning of the words presented and encountered in class and at home. The app also gives students the opportunity to practice the words through two different types of quiz. The first multiple choice quiz checks student understanding of the meaning of the words by matching words to definitions. The second checks understanding of the context of the words by asking students to drag and drop words into contextual sentences. Please go to [www.oup.com/elt/solutions/wordsapp](http://www.oup.com/elt/solutions/wordsapp) for more information.

### Three class audio CDs

The three audio CDs contain all the listening material from the Student's Book, plus recordings of all the reading texts from the Student's Book.

### Workbook (with audio CD)

The 120-page Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice lesson-by-lesson of the material taught in class
- more listening practice
- eight *Get Ready for your Exam* sections providing typical tasks and preparation for exams
- *Challenge!* exercises to stretch stronger students
- writing guides to provide a clear structural framework for writing tasks
- *Self Checks* with *Can do* statements at the end of every unit to promote conscious learner development
- reviews to develop students' awareness of their progress
- a *Functions Bank* and *Writing Bank* for reference
- an irregular verbs list
- a unit by unit *Wordlist*, with phonetic transcriptions and space to write translations

### Online Workbook

Everything students need from a Workbook, plus learner-centred instant support, such as automatic marking and feedback on answers.



## Teacher's Book

In addition to methodological notes for the course, including ideas for mixed ability teaching, it offers:

- optional activities throughout for greater flexibility
- structured speaking tasks to get students talking confidently
- exam teaching notes with useful tips and strategies to improve students' exam techniques
- a full Workbook answer key including transcripts
- a full Student's Book answer key including transcripts for exam sections

## Teacher's Resource CD-ROM (TRCD-ROM)

Packed with the Teacher's Book, this contains two types of extra resources:

- digital interactive Vocabulary and Grammar exercises for each unit, and games
- photocopiable PDFs: Classroom Activities for each lesson, Self-Test sheets for students, and suggestions for Warmers and Fillers.

## Test Bank CD-ROM

Tests are provided as PDFs and editable Word documents. They consist of:

- a placement test
- two short tests per unit, A and B versions
- longer Progress tests for every unit, A and B versions
- three cumulative tests for Units 1–5, 6–10 and 1–10

There is also a Results Table to keep a record of your students' scores.

## iTools

*Solutions 2nd Edition* iTools contains:

- page-on-screen functionality
- pop-up Student's Book answer keys and audio
- plenty of DVD material for every unit
- further interactive resources
- exam preparation resources

## Student's and Teacher's websites

- Student's website contains extra practice activities
- Teacher's website contains ideas for extra activities and teaching tips

## Exam preparation

### Student's Book

The Student's Book includes five exam-specific sections (*Get Ready for your Exam*) designed to familiarise students with the task-types typical for most exams. These sections provide strategies and exam techniques to give students the skills they need to tackle exam tasks with confidence.

Each section provides practice of all skills that students will need to demonstrate in most exams: listening, reading, speaking and writing.

### Workbook

Units 2 and 4–10 in the Workbook are followed by a double-page section to practise tasks for both oral and written exams. Work in class can be followed up with tasks done as homework.

The listening material for the Workbook listening tasks is available on the Workbook audio CD. The CD also contains a link to Oxford English Testing (OET), where students can do practice exams, and get feedback on their answers.

### Teacher's Book

The Teacher's Book features clear sign posting of exam tasks and skills in the main body of the course.

The *Get Ready for your Exam* lessons in the Student's Book are accompanied by full procedural notes with advice and tips for exam preparation.

## A tour of the Student's Book

There are ten units in the Student's Book. Each unit has seven lessons (A–G). Each lesson provides material for one classroom lesson of approximately 45 minutes.

**4 Lights, camera, action!**

**4A VOCABULARY AND LISTENING At the cinema**

**1** Look at the photos. Do you recognise any of the actors in films?

**2** Label the photos with the words below. Which types of film are not illustrated? Listen and check.

**3** Match the types of film to the descriptions. Use the phrases in the box.

**4** Listen. Match each film excerpt with a type of film from exercise 2.

**5** Use a dictionary to check the meaning of the adjectives below. Then choose an adjective that best describes the film the people are talking about in exercises 1–3.

**6** Make notes about a film you really liked and a film you hated. Think about the genres below and use the adjectives in exercise 5 to help you.

**7** Match the adjectives to the descriptions of film genres. Do you agree with your partner?

**VOCABULARY BUILDER (PART 2) PAGE 127**

## Lesson A – Vocabulary and listening

- The unit menu states the main language and skills to be taught.
- Every lesson has an explicit learning objective, beginning 'I can ...'.
- Lesson A introduces the topic of the unit, presents the main vocabulary set, and practises it through listening and other activities.
- This lesson links to the *Vocabulary Builder* at the back of the book, which provides extra practice and extension.



**4B GRAMMAR Comparatives and superlatives**  
I can make comparisons.

1 Read the text about Kate Winslet. How many of her films are mentioned?

2 Read the text again and underline the comparative and superlative adjectives. Then complete the table.

Comparative	Superlative
more successful	most successful
more famous	most famous
more popular	most popular
more interesting	most interesting
more beautiful	most beautiful

3 Write sentences comparing the two films in the chart. Use the comparative form of the adjectives below and then add an interesting funny thing popular scary when relevant.  
Star Trek vs. In the Air

	Star Trek	In the Air
Length	127 minutes	139 minutes
Popularity	★★★★	★★★★
Volume	★★★★	★★★★
Entertainment	★★★★	★★★★
Laughs	★★★★	★★★★
Fear factor	★★★★	★★★★

4 Complete the chat room text. Use the comparative or superlative form of the adjectives in brackets.

5 Write the questions. Use the superlative adjectives.

6 Write sentences comparing the two films in the chart. Use the comparative form of the adjectives below and then add an interesting funny thing popular scary when relevant.  
Star Trek vs. In the Air

**4D GRAMMAR (not) as ... as, too, enough**  
I can use different structures in my comparisons.

1 Read and think about the dialogue between the two young doctors. Are the sentences true or false?

2 Complete the table in the Learn Box with other adjectives and adverbs. Then listen and repeat the examples.

3 Write eight sentences comparing yourself with your friends using the structures in the Learn Box.

4 Write replies to the questions. Use too or not ... enough and the adjectives in brackets.

5 Complete the conversations. Use too, enough or too ... as and the correct form of the words in brackets.

6 Write your own sentences using the structures in the Learn Box. Use the adjectives in brackets.

**Lesson B – Grammar**

- Lesson B presents and practises the first main grammar point of the unit.
- The new language is presented in a short text or other meaningful context.
- There are clear grammar tables and rules, and grammar presentation is interactive. Students often have to complete tables and rules, helping them focus on the structures.
- Look out! boxes appear wherever necessary and help students to avoid common errors. Learn this! boxes present key information in a clear and concise form.
- This lesson links to the Grammar Builder at the back of the book which provides extra practice and grammar reference.

**Lesson D – Grammar**

- Lesson D presents and practises the second main grammar point of the unit.
- The grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
- Learn this! boxes present key information in a clear and concise form.
- This lesson links to the Grammar Builder at the back of the book, which provides extra practice and grammar reference notes.
- A final speaking activity allows students to personalise the new language – this happens throughout the book.

**4C CULTURE Film fame**  
I can talk about award ceremonies.

1 Work in pairs. Look at the photos. What can you see? What is happening? Use the words below to help you.

2 Read the text. Match headings 1–4 with paragraphs A–E. There is one heading that you do not need.

3 Read the text again. Answer the questions.

4 Complete the table with the definitions below.

5 Listen to a journalist talking about the BAFTA Awards. Answer the questions.

6 Listen again. Are the sentences true or false?

7 Work in pairs. Think of five new films seen recently and discuss this question.

**4E Student and film**

1 Read the text and think about the dialogue between the two young doctors. Are the sentences true or false?

2 Complete the table in the Learn Box with other adjectives and adverbs. Then listen and repeat the examples.

3 Write eight sentences comparing yourself with your friends using the structures in the Learn Box.

4 Write replies to the questions. Use too or not ... enough and the adjectives in brackets.

5 Complete the conversations. Use too, enough or too ... as and the correct form of the words in brackets.

6 Write your own sentences using the structures in the Learn Box. Use the adjectives in brackets.

**Lesson C – Culture**

- Lesson C has a reading text which provides cultural information about Britain, the USA or another English-speaking country.
- Students are encouraged to make cultural comparisons.
- New vocabulary is clearly presented.
- All Culture Lessons include practice of both listening and reading skills.

**Lesson E – Reading**

- Lesson E contains the main reading text of the unit.
- It occupies two pages though it is still designed for one lesson in class.
- The text is always interesting and relevant to the students, and links with the topic of the unit.
- The text recycles the main grammar points from lessons B and D.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.
- Tip boxes appear wherever needed to give advice on specific skills and how best to approach the different task types. There are boxes for listening, speaking, reading and writing.







## Tips and ideas

### Teaching vocabulary

#### Vocabulary notebooks

Encourage your students to record new words in a notebook. They can group words according to the topic or by part of speech. Tell them to write a translation and an example sentence that shows the word in context.

Vocabulary does not just appear on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading or culture text and learn them.

#### Learning phrases

We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *surf the Internet, have a shower*. Make students aware of this and encourage them to record phrases as well as individual words.

#### Revision

Regularly revise previously learned sets of vocabulary. Here are two games you could try in class:

- **Odd one out.** Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind, confident, rude, friendly*, where *rude* is the odd one out as it is the only word with negative connotations.
- **Word tennis.** This game can be played to revise word sets. Call out words in the set, and nominate a student to answer. The student must respond with another word in the set. Continue round the class. Students must not repeat any previous words. For example, with shops:
  - T: bookshop
  - S1: supermarket
  - T: jeweller's
  - S2: electrical store

### Teaching grammar

#### Concept checking

The concept is important. Do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new language. You can check that they truly understand a new structure by:

- asking them to translate examples into their own language
- talking about the practice activities as you do them, asking students to explain their answers
- looking beyond incorrect answers: they may be careless errors or they may be the result of a misunderstanding
- contrasting new structures with language that they already know and their own language.

#### Practice

Practice makes perfect. Use the activities in the *Grammar Builders*, photocopyables, the Workbook and on iTools.

#### Progression

Mechanical practice should come before personalised practice. This allows students to master the basic form and use it first, without having to think about **what** they are trying to express at the same time.

### Teaching reading

#### Predicting content

Before reading the text, ask students to look at the picture and tell you what they can see or what is happening. You can also discuss the title and topic with them.

#### Dealing with difficult vocabulary

Here are some ideas:

- **Pre-teach vocabulary.** Anticipate which words they will have difficulty with. Put them on the board before you read the text with the class and pre-teach them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text about Bethany Hamilton on page 18 of the Student's Book, list these words: *surfing board motorway wave beach mountain water*
- Ask students to look at the picture and tell you which two words they are not going to find in the text (*motorway* and *mountain*). At the same time, check that they understand the other five words.
- Having read through the text once, tell students to write down three or four words from the text that they do not understand. Then ask them to call out the words. You can then explain or translate them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they do not know. Knowing the part of speech sometimes helps them to guess the meaning.
- After working on a text, have students write in their vocabulary notebooks four or five new words from the text that they would like to learn.

### Teaching listening

#### Pre-listening

This is an important stage. Listening to something 'cold' is not easy, so prepare the students well. Focus on teaching rather than on testing. Here are some things you can do:

- Tell the students in broad terms **what they are going to hear** (e.g. a boy and girl making arrangements to go out).
- **Predict the content.** If there is a picture, ask students to look at the picture and tell you what they can see or what is happening.
- **Pre-teach vocabulary.** Put new vocabulary on the board and check students understand it. Translating the words is perfectly acceptable.
- **Read through the exercise carefully** and slowly before the students listen. Ensure that the students understand both the task and all the vocabulary in the exercise.

#### Familiar procedure

It is not easy to listen, read the exercise and write the answers all at the same time. Take some pressure off the students by telling them you will play the recording a number of times, and that they should not worry if they do not get the answers immediately.

Tell students not to write anything the first time they listen.

#### Monitor

While the students are listening, stand at the back of the class and check that they can all hear.

### Teaching writing

#### Use a model

Ensure that the students understand that the text in Lesson G serves as a model for their own writing.



## Preparation

Encourage your students to brainstorm ideas and make notes, either alone or in pairs, before they attempt to write a composition.

## Draft

Tell them to prepare a rough draft of the composition before they write out the final version.

## Checking

Encourage them to read through their composition carefully and check it for spelling mistakes and grammatical errors.

## Correction

Establish a set of marks that you use to correct students' written work. For example:

- sp indicates a spelling mistake
- w indicates a missing word
- gr indicates a grammatical error
- v indicates a lexical error
- wo indicates incorrect word order

## Self-correction

Consider indicating but not correcting mistakes, and asking students to try to correct themselves.

## Teaching speaking

### Confidence building

Be aware that speaking is a challenge for most students. Build their confidence and they will speak more; undermine it and they will be silent. This means:

- encourage and praise your students when they speak
- do not over-correct or interrupt
- ask other students to be quiet and attentive while a classmate speaks
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting'

### Preparation

Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

### Support

Help students to prepare their ideas: make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

### Choral drilling

Listen and repeat activities which the class does together can help to build confidence because the students feel less exposed. They are also a good chance to practise word stress and intonation.

## Teaching mixed ability classes

Teaching mixed ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

### Preparation

Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem – the stronger students because they will finish quickly and get bored, or the slower students because they will not be able to keep up? Think how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities and fillers for different abilities.

## Independent learning

There is the temptation in class to give most of your attention to the higher-level students, as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It is often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

### Peer support

If you are doing pairwork, consider pairing stronger students with weaker students.

### Project work

Provide on-going work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project.

## Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

### Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it is best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

### Fluency

With activities such as role-play or freer grammar exercises it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We should not show interest only in the language; we should also be asking ourselves, 'How well did the students communicate?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

### Self-correction

Give students a chance to correct themselves before you supply the correct version.

### Modelling

When you correct an individual student, always have him or her repeat the answer after you correctly.

### Peer correction

You can involve the rest of the class in the process of correction. Ask, 'Is that answer correct?' You can do this when the student has given a correct answer, as well as when the answer is incorrect.



# 1 All about you

## Map of resources

### 1A Vocabulary and listening

Student's Book p4, Workbook p4

Photocopiable Activity: 1A Personality

### 1B Grammar

Student's Book p5, Workbook p5

Photocopiable Activity: 1B Present simple and continuous

### 1C Culture

Student's Book p6, Workbook p6

Photocopiable Activity: 1C Going for gold! (Project)

### 1D Grammar

Student's Book p7, Workbook p7

Photocopiable Activity: 1D Verb + infinitive or -ing form

### 1E Reading

Student's Book p8, Workbook p8

Photocopiable Activity: 1E Zodiac Personality

### 1F Everyday English

Student's Book p10, Workbook p9

Photocopiable Activity: 1F What are you into?

### 1G Writing

Student's Book p11, Workbook p10

Photocopiable Activity: 1G It's personal

### 1 Review and Tests

Self-check 1: Workbook p11

Photocopiable Activity: 1 Review (Board game)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 1 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 1

Student's Book pp12–13

Exam 1 (Test Bank CD)

### iTools Unit 1

#### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 1A Vocabulary and listening

### Personality

#### LESSON SUMMARY

**Vocabulary:** personality adjectives

**Listening:** dialogues to exemplify personality adjectives

**Speaking:** describing people

**Topic:** people

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 3 and 5. The Vocabulary Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Students write down their two favourite film or TV characters. Students work in pairs to compare their favourite characters, explaining why they like them.
- After 2–3 minutes, get feedback from one or two pairs.

#### Exercise 1 page 4

- Working in groups of three, students compare the different characters in the photos. Get feedback from the students by asking each group about one of the characters.
- Students match each description a–d with one of the six characters. Check answers as a class.

a 5 b 2 c 3 d 1

#### Culture note: film and TV characters

- 1 Daniel Craig is one of several actors who have played the part of James Bond, including Sean Connery, Roger Moore, and Pierce Brosnan.
- 2 Heath Ledger played his last acting role as the Joker in *The Dark Knight*. He won a posthumous Oscar for the part.
- 3 Kristen Stewart is best known for her role as Bella Swan in the *Twilight* film series.
- 4 Nicole Kidman played the part of Mrs Coulter in *The Golden Compass*.
- 5 Marge Simpson is the well-meaning and patient mother in *The Simpsons*.
- 6 Johnny Depp plays the eccentric Jack Sparrow in the *Pirates of the Caribbean* film series.

#### Exercise 2 page 4

- Refer students to the 12 personality adjectives and elicit that *generous* is the opposite of *mean*.
- Working individually, students find the opposite adjectives for numbers 2–12 from exercise 1.
- Students compare their answers in pairs. Play the recording for students to check and repeat.

#### Extension – fast finishers

Tell students to divide the adjectives from exercise 2 into three categories: positive, negative and neutral.

Ask them to think of three or four more personality adjectives and their opposites, e.g. *friendly*: *unfriendly*; *responsible*: *irresponsible*.



## Transcript 1.02 page 4

2 dishonest 3 lazy 4 strong 5 quiet 6 arrogant  
7 clever 8 confident 9 serious 10 rude 11 patient  
12 nasty

### Exercise 3 page 4

- In pairs, students choose adjectives from exercise 2 to describe their favourite characters using the sentences in exercise 1 as a model. Circulate and monitor the activity, helping out with ideas as necessary.
- Get feedback from a few students. Ask the rest of the class whether they agree or disagree with their descriptions.

For further practice of personality adjectives:

#### Vocabulary Builder 1 (Part 1) page 124

1 1 talkative 2 impatient 3 shy 4 lazy 5 nasty  
6 arrogant 7 clever 8 generous

2 1 quiet 2 patient 3 confident 4 hard-working  
5 nice 6 modest 7 stupid 8 mean

3 1 serious 2 dishonest 3 hard-working 4 rude  
5 strong

### Exercise 4 page 4

- Play the first dialogue and stop the CD. Ask students what adjective suits Martha best. She is *generous* as she's going to buy concert tickets for a friend.
- Play the other dialogues, pausing after each one to allow students time to answer. Students check answers in pairs.
- Play all recordings straight through a second time. Check answers as a class.

## Transcript 1.03 page 4

- 1 **Boy** Look, Martha! Jason Mraz is playing in town on Saturday night.  
**Martha** Jason Mraz. Wow. I love him. Let's go.  
**Boy** There won't be any tickets left.  
**Martha** Let's have a look. Oooh! There *are* tickets left. Shall I book them? It's £25 for a ticket.  
**Boy** £25? Oh. I don't have enough money for that.  
**Martha** Don't worry. I can pay for you.  
**Boy** No, no, no, you can't...  
**Martha** Really. It's fine. I *want* to pay for you. I want you to come.  
**Boy** I'll pay you back next month.  
**Martha** It's OK. It's a present!
- 2 **Girl** Hi, Ryan.  
**Ryan** Hi. Shall we go in?  
**Girl** We're waiting for Emily.  
**Ryan** Well, where is she?  
**Girl** She's on her way, I'm sure.  
**Ryan** She's never on time. ... The film starts in fifteen minutes.  
**Girl** She'll be here in a minute.  
**Ryan** Can you phone her?  
**Girl** Why?  
**Ryan** Tell her to be quick.  
**Girl** Let's wait a bit longer before we call her. We have time.  
*[long pause]*  
**Ryan** Let's call her now.  
**Girl** No, Ryan. Let's wait.  
**Ryan** *[sighs]*
- 3 **Girl** I'm not looking forward to the maths exam!  
**Sam** Aren't you? I am. I think it'll be really easy. I've definitely got the right kind of brain for maths. I always do well. I read all about it on a website the other day. Do you know about the different types of brain people have?  
**Girl** No, I don't.  
**Sam** Some people can think really clearly. They understand things very quickly. They're good at maths and science. That's me!

**Girl** Lucky you! I'm really bad at maths.

**Sam** Having said that, I'm good at most things. I learn things really quickly and I don't have to do a lot of work. I don't think I'll get bad marks in any of the exams.

4 **Dad** Julie!...Julie!

**Julie** Yes?

**Dad** Can you come here, please?

**Julie** Yes, Dad? What is it?

**Dad** Your room is a complete mess. Clothes on the floor. Books on the bed...

**Julie** But I've just tidied it.

**Dad** How long did you spend on it?

**Julie** I don't know. Five minutes. Mum always tidies my room.

**Dad** Well, you're old enough to do it yourself. Go and get the vacuum cleaner.

**Julie** Oh Dad! I'm going out in ten minutes. Can you do it?

**Dad** No way! You're not going out until you've tidied your room!

1 generous 2 impatient 3 arrogant 4 lazy

### Exercise 5 page 4

- Students work individually to think of three adjectives to describe a person they like or do not like. They then choose three adjectives to describe themselves.
- Circulate to help out with any ideas or issues.

#### Extension – stronger students

Students write a description of somebody they know well. They should use a variety of personality adjectives and explain what the person does to exemplify the adjectives.

#### Extension – weaker students

Students choose four personality adjectives from exercise 2, and students make sentences to exemplify the adjectives.

### Exercise 6 page 4

- Working in pairs, students describe themselves or the person they chose in exercise 5. Refer students to the example.
- Monitor the students, noting any general errors to be addressed at the end of the activity. Get feedback from a few students.

#### Alternative activity

Write the following jobs on the board: *nurse, doctor, teacher, police officer, journalist*. In groups of three, students discuss the jobs and choose two or three adjectives to describe them.

Monitor the students, helping out with ideas as necessary. Get some feedback from each of the groups.

For further practice of negative prefixes:

#### Vocabulary Builder 2 (Part 2) page 124

4 1 An honest 2 ambitious 3 An insensitive  
4 A rational 5 disloyal 6 An intolerant 7 active  
8 An unlucky 9 An immature 10 A friendly

5 1 attractive 2 fit 3 unsafe 4 grateful  
5 unbelievable 6 unfair

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can describe someone's personality. I can talk about my friends and relatives.*



# 1B Grammar

## Present simple and continuous

**Grammar:** present simple and continuous – all forms

**Speaking:** describing pictures; asking and answering questions about everyday activities

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 6. The Grammar Builder activities can be set for homework.

### WORKING IN MINUTES

- Working in groups of three, students have 1 minute to make a list of all the things they would need to have a party, e.g. buy drinks and snacks, make invitations.
- Get brief feedback from each group, putting any new vocabulary on the board.

### Exercise 1 page 5

- Refer students to the picture and elicit that it is a party. Write *What are the people doing?* on the board. Highlight the use of the present continuous tense.
- In groups of three, students use the verbs to describe the picture. Monitor, helping out with vocabulary and ideas as necessary.
- Get feedback by asking each group to use a different verb.

The people on the sofa are chatting.

A lot of people are dancing.

The man at the table is drinking.

The man on the sofa is eating.

The man wearing a purple jacket is holding two drinks.

The man wearing the yellow t-shirt is laughing.

The man in the purple t-shirt is listening to music.

The woman with the blonde hair is looking at the dancers.

Two people are sitting on the sofa.

The man in the grey t-shirt is smiling.

The woman with blonde hair in the yellow t-shirt is standing.

One of the dancers isn't wearing any shoes.

### Exercise 2 page 5

- Students read and listen to the dialogue and do the task.
- Students check answers in pairs. Check answers as a class.

### Transcript 1.04 page 5

**Present simple:** I don't know, Do you know, She lives, Do you want

**Present continuous:** Are you having, She's wearing, Is she dancing, Sam's standing, She isn't talking

### Exercise 3 page 5

- Point out that the present continuous uses the auxiliary *be*, while the present simple only uses the auxiliary *do* in negative and interrogative forms. Emphasise the third person singular *-s* in the present simple.
- Students complete the table. Check answers as a class.

1 wears 2 doesn't wear 3 Do, wear 4 's wearing 5 isn't wearing 6 Are, wearing

### Exercise 4 page 5

- Put the following pairs of sentences on the board:
  - The Queen lives in London. It rains a lot in England.
  - You are studying English now. I am speaking to you now.
  - Do you know John? He needs to buy new shoes.

4 I get up every morning at 7.00. I never eat seafood.

- Students look at the five rules in the *Learn this!* box and match the rules 1–4 with a pair of sentences. They then complete the rules with the correct tense. Students check answers in pairs. Check answers as a class.

1 Rule 3 2 Rule 2 3 Rule 4 4 Rule 1

1 present simple 2 present continuous 3 present simple 4 present continuous

For further practice of the present simple and continuous:

### Grammar Builder (1B) page 104

- 2 Is the dog sitting down? No, he isn't.  
3 Are the girls standing up? Yes, they are.  
4 Are they drinking? No, they aren't / they're not.  
5 Is the sun shining? Yes, it is.  
6 Are the girls chatting on their mobiles? No, they aren't / they're not.
- 2 She isn't wearing a brown dress today.  
3 He likes wearing suits.  
4 My dad doesn't work in Manchester every day.  
5 My sister is going out this evening.  
6 It isn't raining at the moment.
- 1 does she speak? 2 are you smiling? 3 does he do  
4 are you playing 5 are you going 6 do they go
- 4 1 are you doing? 2 'm reading 3 does it say 4 aren't going 5 Do you believe 6 do you want 7 don't like 8 do you like 9 want 10 isn't coming

### Exercise 5 page 5

- Students complete the dialogue with the correct form of the verbs in brackets. They check their answers in pairs.

1 are you enjoying 2 like 3 'm not dancing  
4 're wearing 5 Do you want 6 love 7 don't like 8 love  
9 'm going

### Extension – fast finishers

Students work in groups of three, each taking one of the roles of Matt, Sam and Alice. Students practise the dialogue.

### Exercise 6 page 5

- Play the recording, pausing after each answer to give students time to check.

### Transcript 1.05 page 5

### Extension – stronger students

Students write ten sentences to exemplify the rules in exercise 4 (two sentences for each of the rules). Monitor and help out with any ideas or vocabulary as necessary.

### Extension – weaker students

Students write five sentences to exemplify the rules in exercise 4 (one sentence for each of the rules). Monitor and help out with any ideas or vocabulary as necessary.

### Exercise 7 page 5

- Students work in pairs to ask and answer questions using each of the verbs. Encourage them to use each verb more than once and in both of the tenses.
- Monitor, checking for correct usage and noting any general errors to be addressed at the end of the activity.

Students' own answers



### Alternative activity

Students work in pairs to think of a famous person that they both admire. Allow the students about 4–5 minutes to discuss what this person usually does and what they think he/she is doing at the moment. Monitor to help out with vocabulary and check for correct usage of the present simple and continuous. Get feedback from a few pairs.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can talk about what I usually do and what I'm doing now. I have learned how to use two present tenses.*

## 1C Culture

### Teenage challenges

#### LESSON SUMMARY

**Reading:** the Duke of Edinburgh Award (D of E)

**Listening:** four participants describe the D of E

**Speaking:** imagining participating in the D of E

**Topic:** social life

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 7 and 8. Exercises 3 and 4 can be set for homework.

#### LEAD-IN 4–5 MINUTES

- Write *Adventure sports* on the board. In groups of three students have 2 minutes to think of different adventure sports.
- Get feedback from each group, putting their suggestions on the board and checking pronunciation. Find out if any individual students have tried any of the adventure sports they suggest or would like to try them in the future.

### Exercise 1 page 6

- Working in pairs, students describe the two photos. Remind them to use the present continuous tense. Monitor, helping out with vocabulary and ideas as necessary.

### Exercise 2 page 6

- Ask students if they know who the Duke of Edinburgh is. Elicit that he is the Queen's husband.
- Refer students to the three options a–c and check that they understand them.
- Students read the text quickly to answer the question. Set them a time limit of about 1 minute. Remind them to aim for overall understanding and therefore not to spend too much time thinking about the meaning of individual words.
- Check the answer as a class.

### Culture note: The Duke of Edinburgh Award

The Duke of Edinburgh Award programme works with approximately 275,000 young people each year. It functions in the same way as a charity and receives donations. You can find more information on the Duke of Edinburgh website.

### Transcript 1.06 page 6

b

### Exercise 3 page 6

- Explain to the students that as they now have a general idea of the text, they can look for specific information by focusing on the relevant parts of the text.
- Students scan the text and answer the questions. They check answers in pairs. Check answers as a class.

- 1 The Duke of Edinburgh started the award.
- 2 He started it because he wanted young people to learn to help themselves and others.
- 3 There are three levels: Gold for over-16s; Silver for over-15s; and Bronze for over-14s.
- 4 You have to be 16 to get a Gold award.
- 5 Participants have to complete four activities.
- 6 The participants plan the activities themselves with the help of their school or youth club.

### Exercise 4 page 6

- Students complete the phrases 1–6 with a verb. Point out that they should scan the text instead of reading it all again.
- Students check answers in pairs. Check answers as a class.

- 1 do 2 go on 3 write 4 spend 5 do 6 learn

### Exercise 5 page 6

- Play the first part of the recording until the // symbol. Ask the class what Oxfam is and elicit that it is a charity that raises money for poor people in developing countries.
- Play the recording from the beginning. Students do the task and check answers in pairs. Check answers as a class.

### Transcript 1.07 page 6

**Jasmine** At the moment, I'm working in an Oxfam shop. Oxfam is a charity that raises money for poor people in developing countries. //

Working in a charity shop teaches me about real life. I'm learning to deal with the customers, and also to work in a team – with the other people who work in the shop. And I'm learning about the work that Oxfam does in developing countries and about the lives of people who are much poorer than me. It really makes you think about how lucky you are. I love it.

**Nathan** I'm preparing to go on a big hike. Two friends and I are going to walk from one side of Scotland to the other, without using roads. It'll take about ten days. Right now we are training for the expedition. Every weekend, we go walking in the hills near my house and sometimes we take a tent and camp. I'm practising how to read maps, how to build a fire – even how to cook. I think I'm becoming a stronger, more confident person. Now I try not to say 'I can't do this', or 'I can't do that'.

**Caitlin** I'm really into fashion, and I love drawing and making things. So I decided to learn how to make clothes. At the moment, I'm learning how to cut material and sew with a machine. Two of my friends are working with me and we're organising a fashion show for the school. I've learned loads of new things: I'm becoming more organised and I'm learning how to work with other people in a team. We feel very grown up and hard-working!

**Dominic** As part of my Duke of Edinburgh Award, I'm learning a new sport: rugby. I go to the rugby training sessions every Saturday. I wanted to do something that was physically challenging, something that would make me stronger. In the morning, we train indoors – sometimes we do weightlifting in the gym, and sometimes we do keep fit. In the afternoon, we go outside to the field for a couple of hours and play matches, or practise ball skills and tactics. I feel much fitter and stronger, both physically and mentally. I'm thinking of joining a local rugby team when I finish school, so I can keep playing.

- 1 d 2 c 3 b 4 a

### Exercise 6 page 6

- Refer students to the gapped sentences and explain the task. Point out that before they listen, they should identify keywords that will help locate the answers in the listening.



- Play the recording. Students do the task and check answers in pairs. Check answers as a class. If it is a **weaker class**, you may find it useful to listen to the recording again as you check the answers.

**Transcript** 1.07 **page 6**

1 C 2 J 3 D 4 N 5 J/C 6 N/D

**Extension – stronger students**

Students think of an activity they would like to do (either a physical challenge, a new skill, an expedition or voluntary work). Students write a short description of what they would like to do and why. Students compare their descriptions.

**Extension – weaker students**

Play the recording again. In pairs, students decide which of the four people they would like to meet and choose three personality adjectives to describe that person. Monitor, helping out with vocabulary as necessary. Get feedback from a few pairs.

**Exercise 7** **page 6**

- Refer students to the four categories and explain the task. They can use exercises 2, 5 and 6 to help them with ideas.
- Circulate, helping with any vocabulary issues or ideas.

**Exercise 8** **page 6**

- In pairs, students tell their partner about their plans for the Duke of Edinburgh Award. Point out the useful phrases.
- Monitor, helping out with vocabulary or ideas and noting any general errors to be addressed at the end of the class.

**Extension – fast finishers**

Students write a paragraph that describes their plan.

**Lesson outcome**

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can read a text and get information from it. I can talk about hobbies and interests.*

**1D Grammar**

**Verb + infinitive or -ing form**

**LESSON SUMMARY**

**Grammar:** verb + infinitive or *-ing* form

**Vocabulary:** verbs

**Reading:** questionnaire on bravery

**Speaking:** telling somebody about yourself

**30-35 MINUTES**

To do the lesson in 30 minutes, omit the extensions. Exercises 5 and 7 can be set for homework. The Grammar Builder activities can be set for homework.

**LEADING 4-5 MINUTES**

- Students work in pairs. Allow them 1 minute to tell each other about anything else they are afraid of or don't like.
- Get some feedback from a few pairs.
- Ask students to look at the photo quickly and identify where the people are, e.g. on a rollercoaster in a theme park or fun fair. Find out if anyone has been on this type of attraction and whether they liked / didn't like it.

**Exercise 1** **page 7**

- Refer students to the quiz. Elicit that *fearful* means having fear and that *fearless* means without fear.
- Students read the questions and check any unknown vocabulary. In pairs, students do the task. Circulate and help out with any vocabulary issues as necessary.

**Exercise 2** **page 7**

- Students count how many a's and b's their partner has.
- Working in pairs, students decide if they agree or disagree with their results. Get some feedback from a few pairs.

**Exercise 3** **page 7**

- Refer students to the *Learn this!* box. Explain that some verbs usually take the infinitive, while others usually take the *-ing* form. These verbs have to be learned.
- Students underline the verbs in the questionnaire that are followed by the infinitive or the *-ing* form.

**Verb + infinitive:** 1 b try 2 a agree 2 b refuse 4 offer 4 a decide 5 b pretend

**Verb + -ing form:** 1 a carry on 2 suggest 3 a don't mind 3 b can't help 4 b can't stand 5 a look forward to

**Exercise 4** **page 7**

- Students complete the table. Students check their answers in pairs. Check answers as a class.

See previous exercise.

**Exercise 5** **page 7**

- Students decide which group each of the verbs belongs to. Encourage them to use dictionaries to find out if verbs take an infinitive or a gerund (*-ing* form).
- Circulate to help. Check answers as a class.

**Verb + infinitive:** expect, hope, promise

**Verb + -ing form:** avoid, fancy, spend time

**Extension – stronger students**

Students work in pairs and make a quiz called *Are you lazy or hard-working?* Encourage them to use as many of the verbs from exercises 4 and 5 as they can. Reorganise the students into new pairs. Students interview their new partners with their quiz.

**Extension – weaker students**

Students choose any five verbs that are followed by the infinitive and any five verbs that are followed by the *-ing* form (from exercises 4 and 5). They make ten sentences using these verbs.

**Exercise 6** **page 7**

- Students do the task and check their answers in pairs. Check answers as a class.

1 to send 2 being 3 talking 4 making 5 to pass  
6 watching 7 to lend 8 to buy

For further practice of the verb patterns:

**Grammar Builder (1D)** **page 104**

5 1 d 2 a 3 c 4 e 5 b

6 1 to go 2 seeing 3 to help 4 asking 5 eating  
6 to take 7 to go 8 helping 9 coming 10 to finish



## Exercise 7 page 7

- Students do the task. Remind them to be careful when choosing the *-ing* form or infinitive form of the verb.
- Circulate, helping out with vocabulary and checking that students are using the correct verb forms.

### Students' own answers

## Exercise 8 page 7

- Students work in pairs and compare their sentences. Monitor and listen out for correct use of verb forms. Note any general errors to be addressed after the activity.
- Get some feedback from the students.

### Alternative activity

Students complete the sentences in exercise 7 about somebody they know well. In pairs, students describe the person they chose to their partner.  
Monitor, helping out with any vocabulary as necessary.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can identify and use different verb patterns. I have learned I am fearful/fearless.*

# 1E Reading

## Music and personality

### LESSON SUMMARY

**Reading:** newspaper article on music taste and personality

**Vocabulary:** predicting meaning from context

**Listening:** song – Arctic Monkeys

**Speaking:** talking about music tastes and personality

**Topic:** people, culture

### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 1. Exercises 4 and 5 can be set for homework.

### LEAD-IN 3-4 MINUTES

- In pairs, students have 1 minute to think of as many types of music as they can. When they have finished, write their suggestions on the board. Encourage students to think of any examples of bands or artists they like that play the type of music they have suggested.

## Exercise 1 page 8

- Students work in pairs. Play the musical extracts, pausing after each one to allow students time to choose a style.
- Play the recording again. Check answers as a class.

### Transcript 1.08 page 8

1 blues 2 jazz 3 reggae 4 country 5 indie 6 soul

## Exercise 2 page 8

- In groups of three, students decide which kind of music the people in the photos listen to and choose some adjectives to describe the people. Get some feedback from each group.

### Students' own answers

### Alternative activity

Students work in groups of three to think of five music groups/musicians that can be described by five of the adjectives in exercise 2. Get brief feedback from each group.

## Exercise 3 page 8

- Students use the title to predict what the article is going to be about. They then read it quickly. Set them a time limit of about 2 minutes, reminding them that it is important to get a general understanding of the text at first.
- Students compare their ideas from exercise 2 with the article.

### Transcript 1.09 page 8

## Exercise 4 page 9

- Explain the task and point out that students should identify keywords in each sentence and then choose a paragraph. They should underline the text where it gives their answer.
- Students check answers in pairs. Check answers as a class.

1 C 2 D 3 A 4 E 5 – 6 B 7 F

## Exercise 5 page 9

- In pairs, students do the task. Encourage them to use the context of the sentences to help them rather than using a dictionary.
- Check answers as a class.

1 creative 2 outgoing 3 easy-going 4 rebellious  
5 passionate 6 gentle

### Extension – fast finishers

Students briefly discuss if they agree or disagree with some of the results of the research in the text, e.g. *My sister likes rap but she's shy. She isn't very outgoing.*

### Extension – stronger students

Students work in A/B pairs. Student A chooses an adjective and describes a person without using it. Student B has to guess what the adjective is. Students take turns until they have guessed all of the adjectives.

### Extension – weaker students

Students use the six adjectives in exercise 5 to make six sentences to illustrate their meaning. Ask students to leave a gap in their sentences for another student to complete with an adjective. Students swap their sentences and try to complete them, e.g. *My best friend loves painting and writing. She's very \_\_\_\_\_. (creative)*

## Exercise 6 page 9

- Play the beginning of the song to see if any students know it. If they don't, tell them that it is called *I Bet You Look Good on the Dance Floor* by Arctic Monkeys.
- Play the rest of the song and ask students to identify the musical style. Elicit that it is indie rock music.



## Culture note: Arctic Monkeys

Arctic Monkeys started up in 2002 and are described as an indie rock band. They were one of the first bands to become famous via the internet. *I Bet You Look Good on the Dance Floor* was their second hit single, and their debut album, *Whatever People Say I Am, That's What I'm Not*, released in 2006, was the fastest-selling debut album in UK history.

**Transcript** 1.10 page 9

### Exercise 7 page 9

- Play the song again for students to complete the gaps. They will need to use some words more than once. Pause after each gap to allow students to choose their answer.
- Students check answers in pairs. Check answers as a class.

**Transcript** 1.10 page 9

1 eyes 2 shoulders 3 explosion 4 romance 5 robot  
6 despair 7 shoulders 8 explosion 9 love 10 tunes  
11 dreams

### Exercise 8 page 9

- In pairs, students discuss the three questions. Remind them that they should develop their answers and not just give one-word responses to the questions.
- Circulate and help out as necessary.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand an article about music and personality. I have got to know a song by Arctic Monkeys.*

## 1F Everyday English

### Exchanging opinions

#### LESSON SUMMARY

**Function:** expressing likes and dislikes

**Vocabulary:** hobbies and interests

**Listening:** dialogues about hobbies and interests

**Speaking:** asking for/giving information about likes/dislikes

**Topic:** social life

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 3, 4 and 11. Exercise 7 can be set for homework.

#### LEAD-IN 4-5 MINUTES

- Ask students to make a list of free-time activities. Get feedback and write their examples on the board, checking pronunciation.
- In pairs, students tell each other about what they like doing in their free time. After 2 minutes, stop the students and get some feedback from a few pairs.

### Exercise 1 page 10

- Students read and listen to the dialogue and then discuss the two questions in pairs. Check answers as a class.

**Transcript** 1.11 page 10

Beth and Jamie are not good friends. They do not know much about each other. They have probably just met for the first time.

### Exercise 2 page 10

- Students find the phrases that mean the same as 1-5. Students check answers in pairs. Check answers as a class.

1 I love, I enjoy 2 I can't stand 3 I'd rather 4 Do you fancy?  
5 I'm not that keen on

### Exercise 3 page 10

- In pairs, students add to the list. After 2 minutes, stop them and get feedback, writing new suggestions on the board.

### Exercise 4 page 10

- Students practise the dialogue, making it true for themselves by using words from exercise 3 or from the board. Remind them to use the correct verb form.
- Monitor, helping out with any issues as necessary.

### Exercise 5 page 10

- Play the first dialogue. Ask students which band Nathalie and Jacob both like. Elicit that it is Maroon 5.
- Play the recording from the beginning, pausing to allow students time to answer.
- They check their answers in pairs. Play the recording a second time. Check answers as a class.

**Transcript** 1.12 page 10

1 **Nathalie** What do you enjoy doing in your free time, Jacob?

**Jacob** I'm really into music.

**Nathalie** Cool! What's your favourite band, then?

**Jacob** Kings of Leon. What do you think of them?

**Nathalie** I'm not really a fan.

**Jacob** No? They're amazing. Who do you like, then?

**Nathalie** I'm really into Maroon 5.

**Jacob** Really? I quite like them too.

**Nathalie** I've just downloaded their new album. Do you want come round this evening and have a listen?

**Jacob** Cool. I'd love to.

2 **Ethan** What are you into then, Issy?

**Issy** I love going to the cinema. I go every week.

**Ethan** Me too. What kind of films are you into?

**Issy** I'm crazy about romantic comedies. I love them.

**Ethan** Really? I much prefer war films. *Rescue Dawn* is my favourite film of all time.

**Issy** I'm not really a fan of war films. Too violent!

**Ethan** Oh. Maybe we should get together anyway some time and go and see a film?

**Issy** I don't think so! Do you know any violent romantic comedies?

3 **Mike** What do you like doing at weekends, Ashley?

**Ashley** I like surfing the Net.

**Mike** No way! Me too. I'm a big fan of YouTube – it's so funny.

**Ashley** I absolutely love blogs about famous people. I like reading about their lives.

**Mike** Really? I think the lives of celebrities are a bit boring. I prefer watching normal people.

**Ashley** Well, I like YouTube too. Why don't you come round on Saturday afternoon and I'll show you a few of my favourite YouTube videos.

**Mike** Cool. Sounds good.

4 **Alex** What do you like doing in your free time, Olivia?

**Olivia** I'm fond of reading.

**Alex** That's interesting. What kind of books do you like?

**Olivia** Sci-fi. I'm really into sci-fi books.

**Alex** Are you? I prefer detective stories.

**Olivia** I don't really like detective stories. I find them a bit boring. I mean, they're not very realistic, are they?

**Alex** And sci-fi stories are?

**Olivia** Yeah, but sci-fi stories aren't set in the real world, and they don't pretend to be, so that's different.

**Alex** Maybe. I won't lend you my new detective book then!



- 1 Pair 1 discusses music. Pair 2 discusses films. Pair 3 discusses surfing the Net. Pair 4 discusses reading.
- 2 Pairs 1 and 3 make a social arrangement.

### Exercise 6 page 10

- Students complete the sentences based on the dialogues they heard in exercise 5. Students check their answers in pairs.
- Play the recording to check answers as a class.

### Transcript 1.13 page 10

1 fan 2 much 3 big 4 absolutely 5 a bit 6 fond 7 into

### Exercise 7 page 10

- Students put the words into the correct order to make questions. Students check their answers in pairs. Check answers as a class.

- 1 What are you into?
- 2 What do you like doing at weekends?
- 3 What else do you like doing?
- 4 What do you think of *Take That*?
- 5 What kind of films are you into?

#### Extension – fast finishers

Students ask and answer the questions from exercise 7 with other students.

#### Extension – weaker students

Students write possible answers to the questions in exercise 7. Encourage them to use different expressions from exercises 2 and 6. Monitor, helping out with any vocabulary issues as necessary. Students compare their answers in pairs.

### Exercise 8 page 10

- Read the *Speaking strategy* with the students. Play the recording. Pause after each dialogue (at //) and ask the students to repeat.

### Transcript 1.14 page 10

**Boy** I love shopping.  
**Girl** That's interesting.//  
**Boy** I'm not a big fan of computer games.  
**Girl** Really?//  
**Girl** I'm really into sci-fi films.  
**Boy** Cool!//  
**Girl** I'm fond of dancing.  
**Boy** No way! Me too.//  
**Girl** I'm not a big fan of Facebook.  
**Boy** Me neither.//  
**Boy** I quite like taking photos.  
**Girl** Do you?//  
**Boy** I'm really into surfing the Net.  
**Girl** Wow! Are you?//  
**Girl** I can swim very fast.  
**Boy** Can you?//

### Exercise 9 page 10

- In pairs, students do the task. Encourage them to react to the sentences in different ways.
- Monitor the activity, checking the students' intonation.

### Extension – stronger students

Students use the phrases in exercises 2 and 6 to continue the speaking activity in exercise 9 by creating sentences of their own. Tell them to create at least five more sentences.

### Exercise 10 page 10

- Read the *Exam strategy* with the students. In pairs, they prepare a dialogue. They can use the dialogues in exercise 5 as examples (if you like, you could play the first dialogue for them again).
- Monitor, helping out as necessary. If some pairs finish before the others, they can practise their dialogue.

### Exercise 11 page 10

- If there is time, each pair acts out their dialogue for the rest of the class. Have a vote on which dialogue was the best/funniest/most interesting.
- If you don't have much time, choose one or two stronger pairs to act out their dialogues. Encourage them to do it without their notes.

### Lesson outcome

Ask students: *What have you learned today? What can you do now? and elicit the answers: I can exchange information about hobbies. I can react to other people's conversations.*

## Writing

### A personal profile

#### SESSION SUMMARY

**Reading:** personal profiles

**Vocabulary:** positive and negative personality adjectives

**Grammar:** modifying adverbs

**Writing:** personal profile

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions. Exercises 3, 4, 5 and 9 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- Write 'Facebook' and 'Twitter' on the board. Write *wh*-questions: *When? How often? Who? What? Which? and Why?* and elicit some questions from students relating to social networks, e.g. *Which networks do you use? How often do you use Facebook?*
- Students ask and answer the questions in pairs. Get some feedback from individual pairs around the class.

### Exercise 1 page 11

- Students tick the information that is in both messages. Students check answers in pairs. Check answers as a class.

1, 2, 3 and 5

### Exercise 2 page 11

- Students work in pairs. Ask them to read the profiles a second time and to discuss what they have in common with Ross and Abigail.
- Monitor the students as they discuss, helping out as necessary. Get feedback from a few pairs.



### Exercise 3 page 11

- Students do the task in pairs and decide if each adjective is positive or negative. Check answers as a class.

**Positive adjectives:** friendly, sensitive, confident, hard-working, loyal, funny, ambitious, tolerant

**Negative adjectives:** impatient, lazy

### Exercise 4 page 11

- Students complete the phrases with a word from the list. Students check answers in pairs. Check answers as a class.

1 interested 2 enjoy 3 crazy 4 do 5 hobbies

#### Extension – fast finishers

Students complete the sentences in exercise 4 with their own ideas. Students check their answers in pairs.

### Exercise 5 page 11

- Students work in pairs and look for two phrases, one in each profile, that mean *I like to be with*. Check answers as a class.

I like being around; I get on well with

### Exercise 6 page 11

- Read the *Learn this!* box with the students and explain the task. Check answers as a class.

#### Learn this!

##### Modifying adverbs

We use modifying adverbs to change the strength of an adjective, e.g. *I'm rather impatient* is stronger than *I'm slightly impatient*. Using modifying adverbs is a good way of giving more information without using too many extra words.

Point out that we normally use *not very* instead of just *not* with adjectives. It sounds more indirect, even though the meaning is the same.

quite, rather, slightly, a bit, really, pretty, very, not very

Students' own translations

### Exercise 7 page 11

- Students complete the rules and check answers in pairs. Check answers as a class.

1 before 2 quite 3 negative

### Exercise 8 page 11

- Students add the adverbs in brackets to the sentences. Students check answers in pairs. Check answers as a class.

- 1 I'm pretty creative. I'm not very ambitious.
- 2 My best friend is rather confident but a bit impatient.
- 3 My brother is pretty serious and slightly shy.
- 4 He's a very friendly person, but he's a bit arrogant.
- 5 She's quite an honest person. She's not very sensitive.

#### Extension – fast finishers

Students write five sentences similar to those in exercise 8 that describe people they know well.

### Exercise 9 page 11

- Students write a personal profile for a website. Point out the information they need to include and make sure they understand the instructions. Encourage them to refer to the two profiles in exercise 1 as examples.

- Remind students to leave some time to check their work for mistakes in grammar or spelling. Point out the checklist and encourage them to use it.

#### Extension – stronger students

Ask students to exchange their completed profiles with another student. Students read the profiles and write a reply, saying what they have in common (personality, interests) or not and if they would like to get to know them better.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can write a short text about myself. I have learned new adjectives to describe personality.*



# Get Ready for your Exam 1

## LEAD-IN 2-5 MINUTES

- Ask the students to work in pairs and to think of five things people do to relax. They brainstorm ideas in pairs.
- After 2 minutes, put their ideas on the board.

## Speaking

### Exercise 1 page 12

#### GET READY TO SPEAK

- Draw students' attention to the sentence halves and explain that they match together to describe the photo. Students work individually to match them up and then check their sentences in pairs.
- Check answers as a class. Point out the parts of the photo.

1 A 2 C 3 B 4 E 5 D

### Exercise 2 page 12

- Explain to the class that they are going to listen to a student describing the photo. Play the recording and tell the students to look at the photo as Maria describes it.
- Refer the students to the incomplete sentences. Ask them to try to complete them using the words given, explaining that they heard these sentences in the recording. They check their answers in pairs.
- Play the recording a second time to check as a class.

### Transcript 1.15 page 12

I can see two groups of people. I guess they are in a café or maybe a hotel. They are sitting on a sofa and comfortable chairs. I think that they are about 17 or 18 years old. The photo shows them chatting and smiling. The girls in the foreground are all drinking. In my view they are friends because they look very relaxed and they are laughing. I'm not sure why they are so happy. Perhaps they are celebrating a special occasion, like a birthday. Or maybe the girl in the blue top is saying something funny.

1 guess 2 think 3 shows 4 view, look 5 sure  
6 Perhaps

### Exercise 3 page 12

#### SPEAKING EXAM TASK - PICTURE DESCRIPTION

- Go through the task with the students. Point out that they need to describe the picture in detail. They should say who is in the picture, where they are, and what they are doing.
- Ask how many people are in the picture. Elicit that there are seven: four in the foreground and three in the background.
- In pairs, students take turns to describe the picture. Tell them to use the present continuous tense to describe what the people are doing. Monitor the students as they speak, without interrupting.
- At the end of the activity, choose a couple of stronger students to describe the picture for the class.
- Read the questions with the students. Point out that the first one relates to the picture, the second one is more general, and the third one is about their own personal experience.
- Students answer the questions in pairs, taking it in turns to be the examiner and the student. Remind them to give reasons and examples. Monitor the students as they do the task, helping out with ideas as necessary.
- At the end, choose three stronger students to answer the questions.

## Listening

### Exercise 4 page 12

#### LISTENING EXAM TASK - COMPLETE THE INFORMATION

- Draw students' attention to the table and go through it with them. Point out that there are six people in the left column and three categories at the top.
- Explain that they should listen carefully for the information in the three categories at the top and think about what they might hear. For example, they will hear a number for the age, the name of a country, and some free-time activities.
- Play the first speaker and pause the recording. Allow the students time to make notes. Play it again, pausing after each piece of information so that they understand why the answers are correct.
- Play the whole recording. Students do the task. Play it a second time. Check answers as a class.

### Transcript 1.16 page 12

- 1 **Laura** Hello. I'm Laura. What's your name?  
**Martin** Martin. Pleased to meet you, Laura.  
**Laura** And you. Where are you from, Martin?  
**Martin** The Czech Republic. I live in Prague. Are you Spanish?  
**Laura** No, I'm Argentinian. From Buenos Aires. //  
**Martin** Oh, really? And how old are you?  
**Laura** I'm 17. How old are you?  
**Martin** 16. What are your hobbies?  
**Laura** I love reading. And I play football.  
**Martin** Really? Cool.  
**Laura** Yes, I play for my school. What about you? What are your hobbies?  
**Martin** I like going out with friends. And I do a lot of swimming.
- 2 **Emre** Hi. My name's Emre.  
**Lottie** Pleased to meet you Emre. I'm Lottie.  
**Emre** Pleased to meet you too. Where are you from, Lottie?  
**Lottie** I'm from the UK. What about you?  
**Emre** I'm from Turkey.  
**Lottie** Really? Where in Turkey?  
**Emre** Istanbul.  
**Lottie** How old are you, Emre?  
**Emre** 16.  
**Lottie** I'm 16 too.  
**Emre** What are your hobbies, Lottie?  
**Lottie** I like drawing and taking photographs.  
**Emre** I like taking photographs too, but I can't draw!  
**Lottie** Do you have any other hobbies?  
**Emre** Yes, I like playing computer games.
- 3 **Greg** Hi, my name's Greg.  
**Brigitta** Hello, Greg. I'm Brigitta. I'm from Hungary.  
**Greg** I'm from Canada.  
**Brigitta** Where in Canada?  
**Greg** I'm from Ontario.  
**Brigitta** What do you like doing in your free time, Greg?  
**Greg** I like listening to music.  
**Brigitta** Me too. What else do you like doing?  
**Greg** I like surfing the Net. Do you like surfing the Net?  
**Brigitta** No, not really, but I like chatting online. How old are you, Greg?  
**Greg** 17. How old are you?  
**Brigitta** I'm 18.

**Laura:** 17; Argentina; reading, playing football  
**Martin:** 16; the Czech Republic; going out with friends, swimming  
**Emre:** 16; Turkey; taking photographs, playing computer games  
**Lottie:** 16; the UK; drawing, taking photographs  
**Greg:** 17; Canada; listening to music, surfing the Net  
**Brigitta:** 18; Hungary; listening to music, chatting online



## Use of English

### Exercise 5 page 12

#### USE OF ENGLISH EXAM TASK – OPEN CLOZE

- Ask students to read the text to find out how many people Harriet mentions. Elicit that she mentions her friend Zoe, her mum, her dad and her brother.
- Explain that they have to insert one word into each gap. The missing words are usually small words such as prepositions, articles or common verbs.
- Look at the first gap with the class. Elicit that the missing word must be *old*.
- Students complete the rest of the text. Check their answers as a class.

1 old 2 of 3 in 4 in 5 next 6 with 7 are 8 and  
9 is 10 His 11 to 12 big

## Reading

### Exercise 6 page 13

#### GET READY TO READ

- In pairs, students discuss the two questions with their partner.
- After about 2 minutes, stop the discussion. Ask a few students to describe how their partner feels about being on their own and whether animals make good friends.

### Exercise 7 page 13

- Students find six pairs of adjectives with opposite meanings.
- Students check answers in pairs. Check answers as a class.

afraid – brave; alive – dead; bright – dark; exciting – uninteresting;  
friendly – unkind; terrible – wonderful

### Exercise 8 page 13

#### READING EXAM TASK – TRUE/FALSE

- Read the instructions to the students and make sure they understand the task. Check they understand that by identifying synonyms between the sentences and the text, they can find the relevant section of the text to analyse to find out if the information is true (T) or false (F).
- Remind students that they should read the text quickly first to get the main idea. They should then read the sentences, underlining any keywords that will help them, before going back to the relevant part of the text to find their answer.
- Students do the task. Check answers as a class.

- 1 T
- 2 F: Conradin's aunt did not like him and was unkind to him.
- 3 F: He could go into the garden but he couldn't play on the grass.
- 4 F: Two animals lived in the shed.
- 5 F: Conradin bought the ferret from a boy in the village.
- 6 T

## Speaking

### Exercise 9 page 13

#### GET READY TO SPEAK

- In pairs students ask and answer each other's questions. Encourage them to expand on their answers.
- Monitor the students. Do not correct any errors at this stage, but help out with ideas if they are struggling.

### Exercise 10 page 13

- Go through the exam task with the students. Explain that when they are doing the role-play, they should address all of the points. In order to get as many marks as possible, they should expand on these points as much as they can.
- Make sure students understand the structure of the task, as well as what they need to do.

### Exercise 11 page 13

- Tell students they are going to listen to a student doing the task in exercise 10. Allow them some time to look through the words and incomplete sentences 1-8.
- When they are ready, play the recording. Students complete the sentences with the words given.
- Students check answers in pairs. Check answers as a class.

### Transcript 1.17 page 13

**Student** Hi. Do you fancy doing something on Saturday?

**Examiner** Sure. Why don't we go out?

**Student** Good idea. There's a heavy metal band playing at the concert hall on Saturday.

**Examiner** I'm really not into heavy metal.

**Student** I know. But guess who the drummer is in the band?

**Examiner** Who?

**Student** Mr Smithson. You know, the music teacher at our school a few years ago.

**Examiner** OK, then. Let's go and see his band.

**Student** Cool.

**Examiner** How much are the tickets?

**Student** I've got the information here... Between ten and fifteen pounds.

**Examiner** Oh. That's quite a lot of money.

**Student** Oh, wait a moment. It's only five pounds for students.

**Examiner** Great. Shall we invite Jack and Martha?

**Student** Jack's away this weekend. I'd prefer to go with just you, really. You know I'm not very keen on Martha. She's so talkative!

**Examiner** OK, just you and me then. And what do you want to do after the concert? Shall we get something to eat in town?

**Student** No, let's come back home. We can get a take-away.

**Examiner** OK, then. Sounds good.

1 fancy 2 don't 3 really 4 Let's 5 Shall 6 prefer  
7 want 8 Sounds

### Exercise 12 page 13

#### SPEAKING EXAM TASK – ROLE-PLAY

- Students work in pairs and do the role-play. Tell them to take it in turns to be the student and the examiner.
- Encourage students to use their own ideas in the role-play and to give examples that expand on the items in the question. Monitor them as they do the role-play.

### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can take part in a role-play and I can describe a picture for the speaking section of the exam. I can complete a table for the listening section of the exam. I can complete an open cloze for the Use of English section of the exam. I can answer true or false questions for the reading section of the exam.*



# 2 Winning and losing

## Map of resources

### 2A Vocabulary and listening

Student's Book p14, Workbook p12  
Photocopiable Activity: 2A A sporting challenge

### 2B Grammar

Student's Book p15, Workbook p13  
Photocopiable Activity: 2B All in the past

### 2C Culture

Student's Book p16, Workbook p14  
Photocopiable Activity: 2C Cheese-rolling

### 2D Grammar

Student's Book p17, Workbook p15  
Photocopiable Activity: 2D What were you doing?

### 2E Reading

Student's Book p18, Workbook p16  
Photocopiable Activity: 2E A sporting personality (Project)

### 2F Everyday English

Student's Book p20, Workbook p17  
Photocopiable Activity: 2F A special occasion

### 2G Writing

Student's Book p21, Workbook p18  
Photocopiable Activity: 2G How are things?

### 2 Review and Tests

Self-check 2: Workbook p19  
Photocopiable Activity: 2 Review (Quiz)  
Student Self-Test Sheets 1–3 (TRCD-ROM)  
Unit 2 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 1

Workbook pp20–21

### Units 1–2

Language Review, Student's Book p22  
Skills Round-up 1–2, Student's Book p23

### iTools Unit 2

#### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities  
Interactive Exercises (2 x Vocabulary, 4 x Grammar)  
Warmers and fillers

## 2A Vocabulary and listening

### A question of sport

#### LESSON SUMMARY

**Vocabulary:** sports

**Listening:** sports commentaries

**Speaking:** discussing sports

**Topic:** sport

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 4. The Vocabulary Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- In pairs, students have 1–2 minutes to describe a sportsperson to each other and explain why they admire him/her.
- Get feedback from a few pairs.

#### Exercise 1 page 14

- In pairs, students identify the sportspeople in the photos and their sport.
- Check answers as a class. Have a brief discussion with the class about the sportspeople.

1 **Lionel Messi** is a footballer. 2 **Usain Bolt** is an athlete.  
3 **Lewis Hamilton** is a Formula 1 driver. 4 **Caroline Wozniacki** is a tennis player.

#### Culture note: sportspeople

**Lionel Messi** is an Argentine football player who currently plays for FC Barcelona. **Usain Bolt** is a Jamaican athlete and a three-time Olympic gold medallist. **Lewis Hamilton** is a British Formula 1 racing champion who won the world title in 2008. **Caroline Wozniacki** is a Danish tennis player who was ranked number 1 in the world in 2011.

#### Exercise 2 page 14

- In pairs, students match each icon to one of the sports in the list.
- Play the recording to check answers as a class. Pause after each sport to allow students time to make a note of the correct answer and to allow them time to repeat.

#### Transcript 1.18 page 14

1 boxing 2 archery 3 badminton 4 weightlifting  
5 rowing 6 wrestling 7 cricket 8 athletics  
9 ski jumping 10 fencing 11 snowboarding 12 basketball  
13 volleyball 14 karate 15 ice hockey 16 surfing  
17 netball 18 baseball

#### Exercise 3 page 14

- In pairs, students do the task. Point out that some sports can go into more than one group.

#### Suggested answers

A ice hockey, ski jumping, snowboarding  
B boxing, karate, fencing, wrestling  
C badminton, baseball, basketball, cricket, ice hockey, netball, rowing, volleyball



- D** badminton, basketball, boxing, fencing, ice hockey, karate, netball, volleyball, wrestling, weightlifting  
**E** archery, athletics, baseball, basketball, cricket, netball, rowing, ski jumping, snowboarding, surfing

### Exercise 4 page 14

- In pairs, students brainstorm more sports and do the task. After 2 minutes, stop them and get feedback, writing their suggestions on the board.

### Exercise 5 page 14

- Read the *Learn this!* box with the students. Students add the sports from exercise 2 to the verbs *play*, *go* and *do*. Check answers as a class.
- Point out that *weightlifting* is an exception: we say *do weightlifting* rather than *go weightlifting*.

#### Learn this!

##### play, go or do?

Ball games and team sports take *play*, sports ending in *-ing* (except for combat sports) take *go*, and individual sports not ending in *-ing* take *do*. Point out that combat sports always take *do*, regardless of whether they end in *-ing* or not.

- play** baseball, basketball, cricket, netball, ice hockey, volleyball  
**go** rowing, snowboarding, surfing  
**do** archery, athletics, fencing, karate, ski jumping, weightlifting, wrestling

For further practice of sports-related vocabulary:

#### Vocabulary Builder 2 (Part 1) page 125

- 1 1 baseball 2 rowing 3 ice hockey 4 wrestling  
 5 netball 6 boxing 7 karate 8 cricket 9 badminton  
 10 ski jumping 11 surfing 12 rugby  
 mystery sport snowboarding

#### Extension – stronger students

In small groups students make a list of sports personalities for the sports in exercises 2–4. They then vote for the best person for each category and try to justify why they chose this person.

#### Extension – weaker students

Students choose three sports they like and three sports they don't like from exercise 2. Ask students to write six sentences explaining why they like/don't like each sport.

### Exercise 6 page 14

- Explain the task. Remind students to listen for keywords to help them identify the sport and to wait until the commentary is finished before they decide.
- Play the first commentary for the students and ask them what keywords they heard. Elicit that the words *shot*, *goalkeeper* and *gloves* could all refer to football, but that the word *ice* means that it must be ice hockey.
- Play the other commentaries, pausing after each to allow students time to answer. Students check answers in pairs.
- Play the recording a second time for students to check their answers. Check answers as a class.

### Transcript 1.19 page 14

- 1 We're in the 19th minute of the final, and Poland are on the attack. Oooh – what a shot! But the goalkeeper saves it. Wait a moment. What's happening?

There's a fight! The players are taking off their gloves, throwing them down onto the ice and fighting!

- This is her final attempt – and the crowd are silent as she prepares herself. Now she's ready. Here she comes, going faster and faster, and ... she's in the air ... now she's down! She's landed back on the snow. What's the distance? Nearly 200 metres! Amazing!
- The British fighter moves forward and ... what a punch! His opponent is on the floor of the ring, he isn't moving. The referee starts counting ... 1, 2, 3, 4 ... The British boy is waving his gloves in the air – he thinks he's the winner.
- Smith throws the ball to Jones. Jones runs forward and passes the ball back to Smith ... Smith shoots. Yes, it's in the basket! The score is 36-all.
- She's still about 150 metres from the finish line and the Spanish girl is catching her ... has she got enough time? Their legs are tired, but they're both trying to run as fast as they can ... and the Spanish girl is going to win!
- And Johnson is in the lead. Nobody can catch him! He's winning by 50 metres! But wait! What's happening? I think his boat is sinking. Yes, it is. His boat is getting lower and lower in the water!
- And the Hungarian has asked for an extra 15 kilos on the bar. That's a very heavy weight indeed now – 165 kilos. Can he lift it? Let's see ... ah, no he can't. And I think his leg is hurting him now. But he's smiling – that's good to see.
- Sandra Peters is lying on her board, about 100 metres from the beach. Here comes a big wave. She's riding the wave, she's standing up ... Oh, now I can't see her. Is she in the water? Oh dear ... yes, there she is.

- 1 ice hockey 2 ski jumping 3 boxing 4 basketball  
 5 athletics 6 rowing 7 weightlifting 8 surfing

### Exercise 7 page 14

- In pairs, students discuss questions 1–3. Monitor, helping out as necessary and noting any errors to be addressed at the end of the activity.
- Get feedback from the class by asking a few students to say something about their partner's interest in sports.

#### Extension – fast finishers

Students write a description of their partner's opinions of sports.

For more collocations related to sports and games:

#### Vocabulary Builder 2 (Part 2) page 125

- 3 lose a match; win a game; score a point; miss a goal; pass, kick a ball  
 4 1 missed 2 score, win 3 hits 4 competed, won  
 5 lost

#### Lesson outcome

Ask students: *What have you learned today? What can you do now? and elicit answers: I can talk about sports I like. I have learned words for different sports.*



## 2B Grammar

### Past simple

#### LESSON SUMMARY

**Grammar:** past simple: all forms

**Reading:** text on a football club; 'The tortoise and the hare?'

**Pronunciation:** past simple -ed

**Writing:** sentences about last weekend

**Speaking:** guessing false information

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions. Exercise 7 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 3-4 MINUTES

- Write the following on the board:

Champions League football scores

Arsenal 1–Chelsea 1

Barcelona 5–Real Madrid 0

Goals: Messi 3, Xavi 1, Pedro 1

win, lose, draw, score

- Elicit the meaning of the verbs. Write the sentences below on the board leaving a gap for the verbs. Students try and fill in the verbs in the sentences in the correct past form:

Barcelona **won** the match.

Real Madrid **lost** the match.

Messi **scored** three goals.

Arsenal and Chelsea **drew** 1–1.

#### Exercise 1 page 15

- Allow students about half a minute to read the text.
- Students do the task and check answers in pairs. Check answers as a class.

1 lost 2 drew

#### Exercise 2 page 15

- Students find examples of the past simple for each of the categories 1–4 in the text.
- Students check answers in pairs. Check answers as a class.

1 played, scored, equalised 2 were, was 3 lost, went  
4 didn't win, didn't lose, Did they win

#### Exercise 3 page 15

- Students complete the table with the correct form of one of the verbs and check answers in pairs. Check answers as a class.

**affirmative:** 1 played 2 went

**negative:** 3 didn't do

**interrogative:** 4 Did, go

#### Look out!

Remind students that in the verb *be* in the past simple, the negative and interrogative never take the auxiliary *did*, *didn't*. For example, *I wasn't at school yesterday. Were you?*

For further practice of the past simple:

#### Grammar Builder (2B) page 106

1 1 expected 2 competed 3 stopped 4 equalised  
5 missed 6 carried 7 scored 8 faced 9 lost  
10 drew 11 did 12 went 13 made 14 came  
15 gave 16 said

2 1 left 2 didn't win 3 didn't score 4 didn't like 5 ran  
6 won 7 preferred

3 1 did you do 2 did you see 3 Did you enjoy  
4 I did 5 Did the Rangers win? 6 they didn't

4 1 weren't 2 were 3 was 4 Were 5 was  
6 was 7 wasn't

#### Exercise 4 page 15

- Tell the students that the sound -ed in regular past simple verbs depends on the last sound of the base verb.
- Explain that when the last sound of the base verb is either /d/ or /t/ the -ed suffix is pronounced /ɪd/.
- Explain that the sounds /t/, /k/, /p/, /s/, /ʃ/ and /tʃ/ are unvoiced because the vocal cords are not used. A good way of checking the pronunciation of these sounds is to put your hand on your throat when you pronounce them. For example, the *k* in *ask* should not produce any vibration. Now explain that the -ed suffix is pronounced /t/ because it is also unvoiced.
- Explain to the students that after all other sounds the -ed suffix is pronounced /d/.
- Play the recording. Pause after each of the words to allow students time to decide which sound they hear. Encourage them to repeat the words to themselves or to their partners to help them decide. Students check their answers in pairs.
- Play the recording a second time. Check answers as a class.

#### Transcript 1.20 page 15

2 /ɪd/ 3 /t/ 4 /t/ 5 /d/ 6 /ɪd/ 7 /t/ 8 /t/

#### Alternative activity

Assign each student one of the endings /ɪd/, /t/ or /d/. Say a verb, e.g. *ask*. Students who have been assigned the /t/ pronunciation should stand up, as this is how the -ed is pronounced. The students then sit down and listen for the next verb. If a student stands up at the wrong time, or fails to stand up, they are eliminated.

#### Exercise 5 page 15

- Ask students to look at the photo and the title and predict what the text is about. They read the story quickly. Ask them if Trevor is like a tortoise or a hare. Elicit that he's like a tortoise because he was very slow.
- Students do the task and check answers in pairs. Play the recording to check answers as a class.

#### Transcript 1.21 page 15

1 wanted 2 made 3 had 4 decided 5 didn't apply  
6 didn't have 7 tried 8 did, do 9 came 10 gave  
11 wasn't 12 said



### Culture note: 'The tortoise and the hare'

There is a famous story about a race between a hare and a tortoise. During the race, the hare speeds ahead while the tortoise is far behind, moving very slowly. The hare is so confident he will win that he takes a nap before the finish line. Meanwhile, the tortoise continues to move along slowly and eventually overtakes the sleeping hare and wins the race.

#### Exercise 6 page 15

- Students do the task and check answers in pairs. Check answers as a class.

- 1 did the World Athletic Championship
- 2 did Trevor want
- 3 did he have
- 4 did he decide
- 5 Did he win
- 6 Was he sad

#### Extension – stronger students

Students write a description of their day yesterday, starting with when they got up and finishing with when they went to bed.

#### Extension – weaker students

Students write four sentences (two positive, two negative) about what they did last night.

#### Exercise 7 page 15

- Students write three sentences about what they did last weekend. One sentence should be false.
- Monitor, checking their use of the past simple tense.

#### Exercise 8 page 15

- Students read out their sentences. The rest of the class has to vote on which sentence is false. The student wins if the class doesn't vote for the false sentence.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can describe past events. I can ask about past events. I have learned to use the past simple.*

## 2C Culture

### Village sports

#### LESSON SUMMARY

**Reading:** unusual sports – bog snorkelling

**Listening:** unusual sports – snail racing

**Project:** researching and presenting unusual sports

**Topic:** sport

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 7 and 8. Exercises 3 and 4 can be set for homework.

#### LEAD-IN 3–4 MINUTES

Write the following adjectives on the board: *messy, cold, slow, tiring*. In pairs, students think of one sport for each adjective. Get feedback from a few pairs.

#### Exercise 1 page 16

- In pairs, students describe the sport in the photo. Get feedback from a few pairs.

#### Exercise 2 page 16

- Students read the text and answer the question. Remind them to read it quickly in order to get the main meaning. Set them a time limit of about 1 minute.
- Students check answers in pairs. Check answers as a class.

#### Transcript 1.22 page 16

No, it's also popular with people from other countries.

#### Exercise 3 page 16

- Explain that it is quicker and more efficient to guess the meaning of a word by using the context of the sentence. Students do the task. Encourage them to eliminate the ones they know first.
- Students check answers in pairs. Check answers as a class.

- 1 to compete
- 2 a tournament
- 3 the champion
- 4 the world record
- 5 the course
- 6 competitors

#### Exercise 4 page 16

- Remind students that they only have to read the relevant parts of the text to find the answers. They do the task and check answers in pairs. Check answers as a class.

- 1 The competition takes place in Wales.
- 2 The competitors have to swim 110 metres.
- 3 More than 100 people enter the competition each year.
- 4 The fastest time ever is 1 minute and 30 seconds.
- 5 Sheelagh Tompkins started the competition.
- 6 It's frightening because it's dark and competitors can't see.

#### Extension – stronger students

Students work in pairs and make four more questions based on the text in exercise 2. When they have finished, reorganise the pairs so that they are with new partners. In their new pairs, students ask their questions.

#### Extension – weaker students

Students use the new vocabulary from exercise 3 to make six sentences. Encourage them to use the past simple.

#### Exercise 5 page 16

- Play the first part of the recording (to //). Ask the students what event they are going to hear about. Elicit that they are going to hear about snail racing.
- Play the recording. In pairs, students discuss the questions. After 1 minute, get feedback from a few pairs.

#### Transcript 1.23 page 16

**Reporter** I'm in the village of Congham, near the east coast of England. Everyone here is getting quite excited because it's nearly time for the big annual event – the World Snail Racing Championship. // A man called Tom Elwes started the championship in the 1960s after seeing people racing snails in France. Last year, over 200 snails took part in the competition and hundreds of people came to watch the races. The organisers say that this year the event is even bigger. The races take place on a circular track, with the snails starting in the middle and racing 30–40 centimetres out to the edge of the circle. // The owners paint racing numbers on the shells or put small stickers on them so that they can easily see their snail. A snail named Archie set the world record of two minutes in 1995. // Last year's winner was a snail called Speedy. Jack Robins is entering the championship for the first time this year, and he's with me now. Jack, is training really important for snail racing?

**Jack** Yes, it is.

**Reporter** Why?

**Jack** Because you have to build up a good relationship with your snail. So the snail wants to please you. You know, wants to do its best for you in the race...

**Reporter** I see. Do you think you have a good relationship with your snail?



## 2D Grammar

### Past simple and continuous

#### LESSON SUMMARY

**Grammar:** past simple and past continuous – all forms

**Reading:** text about a cheeky football fan; text about a cheating athlete

**Speaking:** relating a story in the past

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions. Exercise 4 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 3-4 MINUTES

- In pairs, students tell each other what they did yesterday evening. After 1 minute, get feedback by asking a few students to describe what their partner did.

#### Exercise 1 page 17

- Students read the text and answer the question. They check their answer in pairs. Check answers as a class.

The unusual thing about this photo is that an unknown man is in it. He is not a football player with Manchester United.

#### Exercise 2 page 17

- Students study examples of the past continuous tense in the text. Explain that the past continuous always contains the past form of *be* and the *-ing* form of the verb.
- Using examples in the text as models, students complete the table, checking answers in pairs. Check answers as a class.

1 was 2 were 3 wasn't 4 weren't 5 Were 6 was

#### Exercise 3 page 17

- Refer students to the *Learn this!* box. Read the rules and examples with them and make sure they understand the different uses of the two tenses.

- The sun was shining.
- A man walked onto the pitch and joined them.
- While a photographer was taking a photo of the team, a strange thing happened.

For further practice of the past simple and continuous:

#### Grammar Builder (2D) page 106

- 1 was waiting 2 were standing 3 were doing 4 were thinking 5 wasn't raining 6 were taking
- 6 1 were you doing 2 was watching 3 ended 4 wasn't paying 5 did you do 6 made 7 went 8 was striking 9 turned
- 7 1 caught, threw 2 arrived, was watching 3 stopped, was snowing 4 put on, got on 5 broke, was skiing 6 scored, didn't win 7 wasn't raining, played 8 was surfing, saw
- 8 1 arrived 2 were dancing 3 went 4 was 5 was standing 6 was eating 7 said 8 didn't hear 9 was listening 10 left 11 walked 12 was sitting 13 was holding 14 were shaking 15 wasn't crying 16 was laughing

#### Exercise 4 page 17

- Allow students about half a minute to read the text and elicit that the photograph is of Fred Lorz in the 1904 Olympic marathon.

**Jack** Yes, I do. I spend a lot of time with Flash... //

**Reporter** That's the name of your snail – Flash?

**Jack** Yes.

**Reporter** Well, good luck, Jack. And of course – good luck, Flash!

**Reporter** I'm in the arena now, next to the track. Let's listen to the referee start the race...

**Referee** Ready, steady, slow!

**Reporter** Well, the first race is over. Jack, how did Flash do? Did he win?

**Jack** No, unfortunately, Flash didn't win. In fact, he came last! // So that's the end of the championship for us. We'll race again next year though!

**Reporter** Well – good luck for next year!

#### Exercise 6 page 16

- Students read the questions carefully and underline any key words that they think will be important. Remind them that the recording might not use the exact same words as the questions, but might use synonyms instead.
- Read question 2 carefully with the class. Explain that they will hear a description of the racing track and will have to match it with one of the diagrams.
- Play the recording. As this is the first time students are doing a task like this, pause the recording at each // symbol to allow students time to decide on their answer. Students check answers in pairs.
- Play the recording again to check answers as a class.

#### Transcript 1.23 page 16

1 a 2 a 3 b 4 b 5 c

#### Exercise 7 page 16

- In pairs, students take turns to describe the photo in exercise 1. Encourage them to begin by saying what they see and then to describe what is happening. Monitor, helping out as necessary. When students finish, their partner takes a turn.
- At the end of the activity, choose a few stronger students to describe the photo for the class.

#### Exercise 8 page 16

- In groups, students find out about an unusual sporting event in their town/country. Prepare them for the research by eliciting sources of information. In the case of unusual sporting events, it is most likely going to be the Internet.
- Point out the information they need to make notes about. Make sure that they understand what they need to do.
- Allow students enough time to coordinate themselves in their groups to do the research. You might like to set a date in a future class for the follow-up activity.

#### Exercise 9 page 16

- Students present the information that they have found to the rest of the class. Encourage everybody in each group to take part: perhaps each student can talk about a different aspect of the unusual sporting event.
- The other students should make notes about the events that are being presented. At the end of the activity, have a class vote on which group's presentation was the best.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand information about a sporting event. I have learned about some unusual sports.*



- Students do the task and check answers in pairs. Play the recording to check answers as a class.
- Get feedback from the students about the story. Do they think it is funny? What do they think of Fred Lorz?

### Transcript 1.24 page 17

1 was shining 2 was feeling 3 decided 4 was sitting  
5 drove 6 stopped 7 got 8 broke 9 started 10 came  
11 was getting 12 complained 13 gave 14 was

#### Extension – fast finishers

Students invent four questions in the past simple or past continuous based on the text in exercise 4. When they have finished, they ask a partner to answer them.

#### Extension – stronger students

In pairs, students write their own short story about an unusual past event.

### Exercise 5 page 17

- Students look at the cartoon story. Ask if there are any similarities between Fred Lorz and the cartoon cyclist. Elicit that they are very similar.
  - Students answer the questions based on the cartoon story using the words in brackets. Remind them to choose the correct tense when they are answering the questions.
  - Monitor and check for correct use of the past simple and continuous tenses.
- 1 The sun was shining and it was very hot. The cyclist was competing in a race and he was losing.
  - 2 The cyclist went to a bus stop. The bus stopped and the cyclist got on.
  - 3 The cyclist was getting off the bus when he dropped his ticket. A girl saw him.
  - 4 The cheat finished the course first. The crowd were cheering.
  - 5 The cyclist was getting his medal when the girl from the bus gave him his bus ticket.

### Exercise 6 page 17

- Students look at the cartoon, memorising as many details as they can. After 1 minute, they close their books. In pairs, they tell the story of the cartoon to their partner using past simple and past continuous tenses. Monitor, checking for the correct use of tenses. When students finish, they swap roles.

#### Extension – stronger students

In pairs, students write their own short story (about 8–10 sentences) about a past event. Encourage them to be creative and to use both the past simple and continuous.

#### Extension – weaker students

Students look at the cartoon again. In pairs, they write what happened. Encourage them to use the prompts in exercise 5 to help them and to use both the past simple and continuous.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can tell a short story using past tenses. I have learned to use the past continuous.*

## 2E Reading

### Surf's up

#### LESSON SUMMARY

**Reading:** magazine article on surfing accident

**Vocabulary:** nouns and verbs relating to water

**Speaking:** giving and responding to an interview

**Topic:** sport, health

#### SHORTCUT

*To do the lesson in 30 minutes, omit the extensions. Exercises 4–7 can be set for homework.*

#### LEAD-IN 3–4 MINUTES

- In pairs, students have 1 minute to think of different types of water sports and suitable countries to visit in order to do them.
- Get feedback by asking each pair to say a country they have thought of. Put the countries on the board. Have a vote on which country the students think would be best.

### Exercise 1 page 18

- Read the *Exam strategy* with the students. Explain that we can predict the content of a text by thinking about its title. If the title isn't very informative, then we can usually get a good idea from the first few lines, as they are usually an introduction. Photos beside a text are useful as well.
- Students look at the photos and the title of the text and discuss the question in pairs. Elicit that the text is probably about an accident that Bethany had while she was surfing.

### Exercise 2 page 18

- Students quickly read the first three paragraphs of the text in 1 minute. In pairs, they compare their predictions from exercise 1.

### Transcript 1.25 page 18

### Exercise 3 page 18

- Students read the rest of the text quickly. Allow another minute for this. They put the events in the correct order.
- Students check answers in pairs. Check answers as a class.

1 d 2 f 3 a 4 c 5 e 6 b

### Exercise 4 page 19

- Students read sentences 1–8. Remind them to search for keywords in the sentences that will help them identify the relevant part of the text. Students do the task.
- Check answers as a class. Students correct the false statements.

1 F: Bethany was lying on her surfboard when the attack happened.

2 T

3 F: Bethany held on to her surfboard during the attack.

4 F: The shark only attacked her once.

5 F: Immediately after the attack, she wanted to get to the beach.

6 T

7 F: Ten weeks later, Bethany took part in a surfing competition.

8 T



### Culture note: Bethany Hamilton

Bethany Hamilton's dramatic story and bravery has inspired people from all over the world. In 2004 she wrote her autobiography, *Soul Surfer*, and a film was made about her life in 2011. She has also set up her own foundation *Friends of Bethany* which supports shark attack survivors and other people who have suffered traumatic amputations.

### Exercise 5 page 19

- Students scan the text for past simple forms of the verbs and check answers in pairs. Check answers as a class.

1 bit 2 shook 3 saw 4 held 5 swam 6 took  
7 thought 8 came 9 won

### Extension – fast finishers

In pairs, students take turns to test each other on the past forms of the tenses, e.g. Student A says *bite*, Student B says *bit* and vice versa.

### Extension – stronger students

Students work in pairs to make five more true or false statements based on the text. When they have finished, reorganise the pairs so that the students have a new partner. Students swap their sentences and answer true or false.

### Extension – weaker students

Students work in pairs and make nine sentences in the past simple using the verbs in exercise 5.

### Exercise 6 page 19

- Students decide whether the highlighted words are nouns or verbs. If they are unsure, point out that they can tell from the structure of the sentence.
- Students check answers in pairs. Check answers as a class.

**Nouns:** shore, wave, surface

**Verbs:** floating, paddle, splash

### Exercise 7 page 19

- Students complete the sentences with the words from exercise 6. Explain that deciding what kind of word is needed (noun or verb) is helpful in this activity.
- Check answers as a class.

1 splash 2 waves 3 paddle 4 shore 5 floating  
6 surface

### Exercise 8 page 19

- Divide students into A/B pairs and read the instructions.
- Using the prompts, Student A prepares five questions for Bethany and Student B prepares five answers. Monitor the students as they prepare, helping with issues as necessary.
- Check their use of tenses in their questions and answers.

### Exercise 9 page 19

- In pairs, students act out their interview. Encourage them to look at their questions/answers only if they have to. Monitor, noting any errors to be addressed at the end of the activity.
- Choose one or two stronger pairs to act out the interview for the class.

### Extension – fast finishers

Students imagine what it was like to be a friend of Bethany's on the beach that day. They prepare five questions that they could ask Bethany's friends about the accident.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand a magazine article. I have learned about Bethany Hamilton.*

## 2F Everyday English

### Talking about the past

#### LESSON SUMMARY

**Listening:** teenagers talking about weekends

**Speaking:** showing interest – follow-up questions

**Topic:** family and social life

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 3 and 11. Exercise 7 can be set for homework.

#### BEFORE THE LESSON

- Write the following verbs on the board: *eat, go, play, see*. In pairs, students make four sentences about what they think their partner did at the weekend using the verbs on the board. After 2 minutes, they show each other their sentences and tell each other if they were right or wrong. Get feedback from a few students.

### Exercise 1 page 20

- Ask students what they can see in the picture. Elicit that the boy and girl are chatting.
- Students listen to the dialogue, and complete the text with the words given and answer the question. Check answers as a class.

**Transcript**  1.26 page 20

1 What 2 see 3 Where 4 go 5 What 6 play

### Exercise 2 page 20

- In pairs, students read the dialogue again, each taking a different role. They should replace the words in blue with their own ideas.

### Exercise 3 page 20

- Students find two phrases that are used to show interest in what the other person is saying. Remind them of Lesson 1F exercise 8 on page 10. Check answers as a class.

**Cool; No way!**

### Exercise 4 page 20

- Play the first dialogue and ask the students who Sarah is. Elicit that Sarah is Ella's friend. Explain the task.
- Play the recording, pausing after each dialogue to allow students time to identify which question they need to answer. Students check their answers in pairs.
- Play the recording again to check answers as a class.



## Transcript 1.27 page 20

- 1 **Connor** Hi, Ella. How was your weekend?  
**Ella** It was great! I played tennis on Saturday.  
**Connor** That sounds fun. Who did you play with?  
**Ella** My friend Sarah.  
**Connor** Oh right, cool. Did you win?  
**Ella** Yes, I did. But I also broke the tennis racket!  
**Connor** Oh dear, that's bad. Was it expensive?  
**Ella** I don't know. I didn't buy it. It was my sister's racket.  
**Connor** Oops!
- 2 **Jack** Hi, Abi. Did you have a good weekend?  
**Abi** Yes, I did. I went to see a show with my family on Saturday. Then we went for a meal.  
**Jack** Really? Great! Where did you go?  
**Abi** To a Chinese restaurant. There's a nice one in the town centre.  
**Jack** That's interesting. Do you often go out for meals?  
**Abi** No, but it was... a special occasion.  
**Jack** Really? What?  
**Abi** It was my birthday!  
**Jack** Oh no! I forgot!
- 3 **Jacob** Hi, Daisy. How are you?  
**Daisy** I'm fine.  
**Jacob** What did you get up to at the weekend?  
**Daisy** On Saturday, I went to the cinema with Ben.  
**Jacob** Cool! What did you see?  
**Daisy** The new Jackie Chan film.  
**Jacob** Fantastic! I love Jackie Chan.  
**Daisy** Yes, it was great. But I left my phone in the cinema.  
**Jacob** Oh no. Did you go back and find it?  
**Daisy** I went back, but it wasn't there.  
**Jacob** Oh dear.
- 4 **Daniel** Hi, Chloe. How are you?  
**Chloe** I'm fine thanks.  
**Daniel** Did you have a good weekend?  
**Chloe** Yes, I did. I cooked dinner for my family on Sunday.  
**Daniel** That's interesting. What did you make?  
**Chloe** Chicken and rice.  
**Daniel** And how was it?  
**Chloe** It was OK. The chicken was really nice. But the rice was hard.  
**Daniel** Oh well...  
**Chloe** Everybody ate it, though! But Dad wasn't very well the next morning.

a Chloe b Abi c Ella d Daisy

## Exercise 5 page 20

- Read the *Speaking strategy* with the students. Play the recording, pausing after the follow-up questions so students have a chance to complete them. Check answers as a class.

### Speaking strategy

Point out to students that another way of showing interest and keeping a conversation going is to ask follow-up questions. Follow-up questions make a conversation sound much more natural and help it to flow better.

## Transcript 1.27 page 20

1 did, with 2 you win 3 Where, go 4 often, meals 5 did, see 6 go back 7 What, you 8 How

## Exercise 6 page 20

- Read the *Look out!* box with the students. They find the follow-up question in exercise 5 that ends in a preposition.

### Look out!

Explain that the preposition normally goes at the end of a *Wh-* question if it contains one. Refer students to the examples.

## Exercise 7 page 20

- Each student chooses three activities and makes three sentences about each one using the past simple.
- Monitor, helping out with any vocabulary as necessary.

### Extension – weaker students

Students add 3 or 4 more activities to the list and write some more sentences using the past simple.

## Exercise 8 page 20

- In pairs, students exchange their sentences from exercise 7. Each student writes one or two follow-up questions for each sentence without showing them to their partner.
- Monitor, helping out with any vocabulary as necessary.

### Extension – stronger students

Students imagine that they are their favourite sports star. Ask them to imagine what they did at the weekend and to write a description of it. They should include five things that they did and say if they enjoyed the weekend or not. Help with vocabulary as necessary.

### Extension – weaker students

Students imagine that they are their favourite sports star. Ask them to imagine what they did at the weekend. They make three sentences to describe what they did at the weekend. Help with vocabulary as necessary.

## Exercise 9 page 20

- Students work in A/B pairs. Explain the task.
- Monitor, listening out for correct use of the past tense and noting any general errors to be addressed at the end of the class.

## Exercise 10 page 20

- At this stage, you might want to reorganise the pairs so students are working with somebody different. In new pairs, they prepare a dialogue about what they did last weekend. Draw their attention to the information they need to include in their dialogue. They can use the dialogue in exercise 1 as an example.
- Remind students to use follow-up questions to show interest and to keep the conversation flowing naturally.
- Monitor the students as they prepare their dialogues, helping out with any vocabulary or ideas as necessary.

## Exercise 11 page 20

- If there is time, each pair acts their dialogue for the class. Have a vote on whose weekend was the most exciting.
- If you don't have much time, choose one or two stronger pairs to act out their dialogues. Encourage them to try to do it without looking at their notes.

### Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit the answers: *I can chat about what happened at the weekend. I have learned how to ask follow-up questions.*



## 2G Writing

### An informal letter

#### LESSON SUMMARY

**Reading:** informal letter

**Vocabulary:** formal and informal expressions

**Writing:** informal letter

**Topic:** family and social life

#### SHORTCUT

To do the lesson in 30 minutes, any of exercises 2, 3, 4, 5 or 6 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- Write the following questions on the board:

*When's your birthday?*

*How do you normally celebrate your birthday?*

*What did you do on your last birthday?*

*What presents did you get?*

- Students ask and answer the questions. Get feedback from individual students around the class.

#### Exercise 1 page 21

- Ask the students what all of the photos have in common. Elicit that they are all related to sport.
- Refer students to Connor's letter. Ask them to find out whom he is writing to. Elicit that he is writing to his uncle and point out that he is therefore writing an informal letter.
- Students have 1 minute to read the letter and answer the question. Students check answers in pairs. Check answers as a class.

Connor got weights and a baseball bat for his birthday.

#### Exercise 2 page 21

- Students read the letter again and do the task. They check their answers in pairs. Check answers as a class.

1 Thanks 2 brilliant 3 I reckon 4 loads of  
5 a laugh 6 best mate

#### Exercise 3 page 21

- Students write the sentences again in a more informal style using the words and phrases from exercise 2.
- Check answers as a class.

1 I reckon my best mate is a laugh.  
2 Thanks for the book. It's brilliant.  
3 I got loads of brilliant presents for my birthday.  
4 I reckon there are loads of brilliant places to visit near here.  
5 Thanks for inviting me to your party. It was a laugh.

#### Exercise 4 page 21

- Explain to the students how the chart works.
- Students read sentences a–g. Explain that they need to put these sentences into the chart in the correct paragraph and in the correct order according to the letter. They check their answers in pairs.
- Check answers as a class.

1 c 2 f 3 g 4 a 5 d 6 b 7 e

#### Exercise 5 page 21

- Read the *Writing strategy* with the students. Students answer the questions about Connor's letter. Check answers as a class.

#### Writing strategy

Make sure the students are familiar with the standard opening and closing of an informal letter (rules 1, 2 and 4). Also point out that, in general, we use informal language such as contractions and phrasal verbs in informal letters.

- Dear Uncle Harry, Lots of love,
- they're, I'm, weren't, don't
- He adds that his parents send their love to Uncle Harry too.

#### Exercise 6 page 21

- Read the instructions with the class and make sure they understand the task. Remind them that they should try to use a variety of phrases and expressions to activate what they've learned in the unit. Tell them to refer to the checklist when they have finished writing, to make sure they have completed the task as well as they can.

#### Extension – fast finishers

Students swap their letters and compare their ideas.

Encourage them to use the writing checklist to see if their partner has covered all the points.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now? and elicit the answers: I can write an informal thank-you letter. I can organise ideas in paragraphs.*



# Language Review / Skills Round-up

## Language Review 1–2

### Exercise 1 page 22

1 generous 2 impatient 3 shy 4 mean 5 arrogant  
6 hard-working

### Exercise 2 page 22

1 R&B 2 rap 3 country 4 soul 5 blues 6 classical

### Exercise 3 page 22

1 'm writing 2 is/'s shining 3 hate 4 are, doing 5 're  
having 6 cooks

### Exercise 4 page 22

1 to be 2 playing 3 being 4 to spend 5 walking  
6 having

### Exercise 5 page 22

1 d 2 a 3 f 4 b 5 e 6 c

### Exercise 6 page 22

1 c/d 2 e 3 a 4 f 5 d/c 6 b

### Exercise 7 page 22

1 go 2 visit/see 3 cook/have 4 see 5 have 6 play

### Exercise 8 page 22

1 She won the race. 2 I got your email.  
3 Were you at school yesterday? 4 It snowed last winter.  
5 Did the bus stop in the town centre?  
6 Did they come to my party?

### Exercise 9 page 22

1 were getting 2 wasn't shining 3 rode 4 did he do  
5 was doing 6 saw

### Exercise 10 page 22

1 How 2 went 3 buy 4 you 5 much 6 Who

## Skills Round-up 1–2

### Exercise 1 page 23

Students' own answers

### Exercise 2 page 23

b

### Exercise 3 page 23

A 2 B 5 C 1 D 3 E 6

### Exercise 4 page 23

Students' own answers

### Exercise 5 page 23

#### Transcript 1.28 page 23

**Anna** Hello. I'm Anna.

**Jack** Hi, I'm Jack. Are you new here?

**Anna** Yes, I am. This is my first day!

**Jack** Where are you working?

**Anna** In Reception.

**Jack** Oh, right. Are you having fun?

**Anna** Well, it's only my first day but... so far, it's OK! What about you? Where do you work?

**Jack** I'm the IT expert. I started here last September.

**Anna** It's very quiet, isn't it?

**Jack** Yes, but that's because it's March. April is always busy, because of the Easter holiday. And then from June to September, it's usually full. Hundreds of people!

**Anna** Great. I'm looking forward to that! What's the area like?

**Jack** It's beautiful. When did you arrive?

**Anna** Yesterday. I flew here from Poland. And I started work today.

**Jack** I see. So you're Polish. Hey, why don't we go for a drive after work – you can see the area a bit.

**Anna** Thanks! That's a great idea!

**Jack** Do you know the other members of staff?

**Anna** Only one or two. I met Maggie this morning. She's the boss isn't she?

**Jack** That's right. The general manager.

**Anna** What's she like?

**Jack** Hmm. Well, she's... OK. Very hard-working and clever.

**Anna** But...

**Jack** But she's a bit arrogant. And she's very impatient.

**Anna** Oh. Well, thanks for warning me!

**Jack** But there are some nice people here, like Tom in security, and Dani. In fact, there's Dani over there. Come on, I'll introduce you.

**Anna** Thanks!

**Jack** Dani, this is Anna. She's new in Reception.

**Dani** Hi Anna.

**Anna** Pleased to meet you. What's your job here?

**Dani** I work in the gym. I'm a fitness instructor.

**Anna** Nice job!

**Dani** Do you do a lot of exercise?

**Anna** Er... not really. I like swimming.

**Dani** What's your best time for 50 metres?

**Anna** I don't know. I just swim for fun. There's a pool here, isn't there?

**Dani** Yes, two pools. You can use them whenever you like.

**Anna** And when is the gym open?

**Dani** Every day, from seven in the morning until ten at night. Why don't you come and try it later today?

**Anna** Well, maybe. I'm a bit tired, actually...

**Dani** Jack does weight-training every day after work. Don't you, Jack?

**Jack** Yes... well, usually. But today, I'm going for a drive... with Anna.

**Dani** Oh, really?

**Jack** Yes.

**Dani** Hmm. OK. Well, see you two later.

**Anna** Bye!

**Talks to:** Jack, Dani; **Mentions:** Maggie

### Exercise 6 page 23

#### Transcript 1.28 page 23

1 F 2 T 3 F 4 T 5 F 6 F



# 3 House and home

## Map of resources

### 3A Vocabulary and listening

Student's Book p24, Workbook p22

Photocopiable Activity: 3A Understanding directions

### 3B Grammar

Student's Book p25, Workbook p23

Photocopiable Activity: 3B How much is the rent?

### 3C Culture

Student's Book p26, Workbook p24

Photocopiable Activity: 3C Driving in the UK quiz (Project)

### 3D Grammar

Student's Book p27, Workbook p25

Photocopiable Activity: 3D The genuine article

### 3E Reading

Student's Book p28, Workbook p26

Photocopiable Activity: 3E Down on the farm

### 3F Everyday English

Student's Book p30, Workbook p27

Photocopiable Activity: 3F Spot the differences

### 3G Writing

Student's Book p31, Workbook p28

Photocopiable Activity: 3G Wish you were here

## 3 Review and Tests

Self-check 3: Workbook p29

Photocopiable Activity: 3 Review (Talking about ...)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 3 Progress Tests & Short Tests (Test Bank CD)

## Get Ready for your Exam 2

Student's Book pp32–33

Exam 2 (Test Bank CD)

## iTools Unit 3

### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive Exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 3A Vocabulary and listening

### Landscapes

#### LESSON SUMMARY

**Vocabulary:** rural and urban landscapes; prepositions of movement

**Listening:** directions

**Speaking:** giving directions

**Topic:** places

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 1. The Vocabulary Builder activities can be set for homework.

#### LEAD-IN 4–5 MINUTES

- Divide the board into two and write *Town* on one side and *Country* on the other. In pairs, students think of different things they might find in the countryside and in a town, e.g. animals, nature, buildings, cars, etc.
- After 2–3 minutes, stop the students and put their suggestions on the board, explaining any vocabulary that they may not know.

### Exercise 1 page 24

- Write *Urban* and *Rural* on the board beside *Town* and *Country* respectively. Elicit that they mean the same thing.
- Ask students if they can find any of the items in pictures A and B that they suggested during the *Lead-in*.
- In groups of three, students discuss the questions. Monitor the activity and help out with any vocabulary as necessary.
- After 3–4 minutes, get some feedback from a few groups.

### Exercise 2 page 24

- In pairs, students do the task. When they have finished, they compare their answers with another pair.
- Play the recording to check answers as a class.

#### Alternative activity

Students cover up the words in exercise 2 and test each other by using the pictures, e.g. Student A says a number and Student B says the word and vice versa.

### Transcript 1.29 page 24

1 telegraph pole 2 roadworks 3 bus stop 4 street lamp  
5 road sign 6 postbox 7 pavement 8 traffic lights  
9 billboard 10 rubbish bin 11 pedestrian crossing  
12 roundabout 13 wood 14 barn 15 cottage  
16 farmhouse 17 field 18 bridge 19 stream 20 pond  
21 village 22 footpath 23 lane 24 gate 25 hedge

### Exercise 3 page 24

- Students label each picture with one of the prepositions of movement in the box. They compare their answers in pairs. Check answers as a class.
- For each preposition, try to illustrate the movement further with your hands, e.g. *I'm moving my hand across the book.*

1 past 2 along 3 over 4 through 5 across



#### Exercise 4 page 24

- Students listen to a walker asking a farmer for directions. Refer them to Picture B and explain the task.
- Play the recording. Students work individually and draw the route. They compare their routes in pairs. Check the answer as a class.

#### Transcript 1.30 page 24

**Walker** Excuse me.  
**Farmer** You what?  
**Walker** Excuse me! I wonder if you can...  
**Farmer** I can't hear you.  
**Walker** Can you turn the engine off?  
**Farmer** Wait a moment. I'll turn the engine off.  
**Walker** Can you help me? I'm looking for a village called Chomley.  
**Farmer** You mean Chumley. That's how people round here say it.  
**Walker** OK. Chumley. Thanks.  
**Farmer** No problem. Afternoon.  
**Walker** Wait! Sorry, excuse me.  
**Farmer** Yes?  
**Walker** Can you tell me where... Chumley... is?  
**Farmer** Of course. Go along this lane. Go past the pond. Then go through the gate on your left. Go across the field – just follow the footpath – and then go through another gate. Turn right onto the lane and then go straight on. Go over the bridge. Go past the farmhouse on your left. Take the first right and walk to the end of the road. Then you're in Chomley.  
**Walker** Don't you mean Chumley?  
**Farmer** That's right. Chumley.  
**Walker** Great. So I go past the pond and through the gate on my right.  
**Farmer** The gate on your left.  
**Walker** And I go around the field?  
**Farmer** You go across the field.  
**Walker** Oh yes. I follow the footpath. Then I go... sorry, can you tell me again, please?  
**Farmer** You go through another gate. Then you turn right onto the lane and go over the bridge. You go past the farmhouse. And you're there.  
**Walker** OK. So, I go... sorry, how do I start?  
**Farmer** You go past the pond and through... look, jump up on the tractor. I'm going there myself. I'll give you a lift.  
**Walker** Thanks very much.



#### Exercise 5 page 24

- Allow students some time to read through the sentences and the vocabulary.
- Explain the task and play the recording again.
- Students check answers in pairs. Check answers as a class.

#### Transcript 1.30 page 24

1 along 2 past 3 through, on 4 across, follow 5 onto  
6 straight 7 right 8 end

#### Extension – fast finishers

If students finish early, ask them to think about their route home from school. Tell them to write a short description of how they get home.

For further practice of landscape-related vocabulary:

#### Vocabulary Builder 3 (Part 1): page 126

- 1 road signs 2 lane 3 field, gate 4 rubbish bin  
5 street lamps 6 pavement 7 traffic lights 8 cottage  
9 pond
- 1 Go straight on.  
2 Go to the end of the road.  
3 Take the first right.  
4 Turn right at the traffic lights.  
5 Go past the bus stop.  
6 Go along South Street.

#### 3 Sample answers.

**Student A: (a)** To go to the school, go straight on and turn right at the traffic lights. Go along South Street and take the first right. The school is on your left.

**(b)** To go to the park, go straight on and take the second right. Go along North Street and the park is on your left.

**Student B: (a)** To go to the clothes shop, go straight on and take the second right. Go along North Street and the clothes shop is on your right.

**(b)** To go to the train station, go straight on and turn right at the traffic lights. Go along South Street. Go past the hospital and the train station is on your left.

#### Exercise 6 page 24

- Students work in A/B pairs. Explain the task. Tell Student A to choose another location in the picture and to give directions to Student B. Student B follows the directions on the picture.
- When they finish, they swap roles. Monitor, making a note of errors to correct at the end of the activity.

#### Alternative activity

If possible, draw a simple map of the main streets in your area on the board. Mark the location of the school clearly. Elicit other locations from the students, e.g. a bank, shops, post office, etc., and mark them on the map. Alternatively, you could ask a student to mark them on the map for you.

Put students into pairs. Tell them to ask for and give directions to the other places on the map, using the school as a starting point. Monitor the students and make a note of any errors to address at the end of the activity. When students have finished, choose a few locations yourself and ask the class how to get there from the school.



For practice of compound nouns:

### Vocabulary Builder 3 (Part 2) page 126

4 1 crossing 2 box 3 sign 4 bin 5 lamp 6 pole  
7 lights 8 path

5 1 h basketball 2 a head teacher 3 f weekend  
4 b homework 5 e sweatshirt 6 g shopping centre  
7 d swimming pool 8 c table tennis

#### 6 Transcript 1.31

1 basketball 2 head teacher 3 weekend 4 homework  
5 sweatshirt 6 shopping centre 7 swimming pool  
8 table tennis

7 1 Basketball 2 swimming pool 3 weekend  
4 homework 5 sweatshirt 6 shopping centre 7 head  
teacher 8 table tennis

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can describe a place in the town or country. I can understand and give directions.*

## 3B Grammar

### *some, any, much, many, a lot of, a little, a few*

#### LESSON SUMMARY

**Grammar:** *some, any, much, many, a lot of, a little, a few*

**Reading:** eco-towns

**Vocabulary:** countable and uncountable nouns

**Speaking:** describing a town or village

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 1. Exercises 7 and 8 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 3-4 MINUTES

- In pairs, students think about their ideal town and identify the three most important features they would like in it.
- After 1-2 minutes, elicit some feedback from the students and put their suggestions on the board.

#### Exercise 1 page 25

- Write *eco-town* on the board. Explain that *eco* is related to the environment and is usually used to describe something environmentally friendly, e.g. *eco-shop*, *eco-car*, etc.
- In pairs, students have 1-2 minutes to decide what an eco-town is and what advantages it might have.

#### Culture note: eco-towns

Eco-towns are towns that are built to be extremely friendly to the environment. They have excellent public transport, lots of green space, facilities within walking distance, and they encourage recycling. The UK government is considering building ten new eco-towns around the country.

#### Exercise 2 page 25

- Tell students that they are going to read about an eco-town. Remind students that it is a good idea to read a text quickly at first to get the main idea of what it is about and that it is not necessary to understand every single word in order to understand the main idea.

- Refer students to the three questions and ask them to identify which paragraph contains which information.
- Students check answers in pairs. Check answers as a class.

a 2 b 1 c 3

#### Exercise 3 page 25

- Students find examples of *some* and *any* in the text.
- Draw their attention to the *Learn this!* box and ask them to complete the rules.

*some:*

1 **line 4** there's some beautiful scenery

2 **line 2** There are...some great shops

*any:*

1 **line 1** there aren't any cars

2 **line 3** if you don't want to spend any money

3 **line 1** if you have any questions

*Learn this! box*

1 **some** 2 **any**

#### Exercise 4 page 25

- Students work individually and complete the dialogue with *some* or *any*. Students check their answers in pairs.
- Play the recording for students to check their answers individually. Check answers as a class.

#### Transcript 1.32 page 25

1 **any** 2 **some** 3 **any** 4 **any** 5 **some** 6 **any** 7 **any**

8 **some** 9 **any**

#### Extension – fast finishers

Students practise the dialogue in pairs.

#### Exercise 5 page 25

- Explain to students the meaning of *countable* and *uncountable* nouns. Countable nouns are those we can count, e.g. *one chair*, *17 chairs*, while uncountable nouns cannot be counted, e.g. *sugar*, *water*. Countable nouns can be plural but uncountable nouns cannot be plural.
- Refer students to the text in exercise 2 and ask them to identify which of the nouns in blue in the text are countable and which are uncountable.

**Countable nouns:** cars, towns, cafés, nightclubs, shops, questions, minutes

**Uncountable nouns:** pollution, scenery, money, time

#### Exercise 6 page 25

- Students find and underline the words in the text and complete the table.
- Students check answers in pairs. Check answers as a class.

1 **much** 2 **a little** 3 **many** 4 **a lot of** 5 **a few**

#### Look out!

Point out that *much* and *many* are normally used in negatives and interrogatives. Make sure that students understand that *a lot of* can be used with both countable and uncountable nouns.



### Extension – stronger students

Students write five sentences of their own using the quantifiers, but leave a gap for the noun in each sentence. They give their sentences to another student who tries to complete them with a suitable countable or uncountable noun, e.g. *I've got many \_\_\_\_\_ at school. (friends, subjects, teachers, etc.)*

### Extension – weaker students

Students write five sentences of their own using *a little, a few, many, much, and a lot of*. They compare their sentences with a classmate.

For further practice of quantifiers:

### Grammar Builder (3B) page 108

- 1 1 some 2 any 3 any 4 some 5 any 6 some  
7 any 8 any
- 2 1 a few 2 a little 3 a few 4 a little 5 a few  
6 a few 7 a little 8 a little
- 3 1 much 2 many 3 much 4 many 5 many 6 much
- 4 1 a few 2 much 3 some / a few 4 any 5 a few  
6 any / many 7 some / a few 8 some / a lot of  
9 some / a lot of 10 any

### Exercise 7 page 25

- Students read the notice and choose the correct alternatives. Students check answers in pairs. Check answers as a class.
- In pairs, they have 1–2 minutes to decide whether this would be a suitable room for Martin. Elicit that it may be too expensive for him.

- 1 A few 2 a lot of 3 a lot of 4 a few 5 a lot of  
6 a lot of 7 many 8 much

### Extension – fast finishers

Students think of one or two more countable or uncountable nouns which go with each of the quantifiers.

### Exercise 8 page 25

- Read the instructions and explain the task. Encourage students to use the vocabulary and grammar structures they have learned so far in the unit. They can use the suggested words for ideas.
- Monitor to make sure students are using the language correctly and help out with ideas where necessary.
- When students are ready, they present their advertisement to the class. Have a vote for the best/most interesting advertisement.

### Alternative activity

Students work in groups of three. Tell them they are going to plan a party for next weekend and that they have to make a list of what they need. Encourage them to use quantifiers as they discuss their list, e.g. *We need a lot of food, We need a few extra glasses, Do you think we need any juice?*

Monitor students as they discuss their list. Check they are using the quantifiers correctly. At the end of the activity, choose one or two groups to present their list to the class.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use talk about quantities. I can tell the difference between countable and uncountable nouns.*

## 3C Culture

### Different views

#### LESSON SUMMARY

**Speaking:** describing photos; discussing fox-hunting

**Reading:** article about fox-hunting

**Listening:** opinions on fox-hunting

**Topic:** state and society, people

#### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercises 1 and 6. Exercise 3 can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Play a chain game. Ask students to think about what animals they might find in the countryside.
- Choose one student to begin the activity by saying *There are sheep in the countryside*. The next student should continue by repeating what the first student said and adding another animal, e.g. *There are sheep and dogs in the countryside*. If a student cannot think of an animal quickly enough, they are eliminated from the chain.

### Exercise 1 page 26

- Students work in pairs and describe the photo. Monitor and help out with any vocabulary as necessary.

### Culture note: fox-hunting

Fox-hunting is a controversial sport that has been banned in the UK since 2004. When hunting foxes, people use trained dogs (fox hounds) to chase a fox and they follow the dogs riding on horses. Often the fox is killed. People in favour of fox-hunting see it as a sport and a way to control the number of foxes in the countryside, while people against it see it as cruelty to animals.

### Exercise 2 page 26

- Remind students that when reading a text, they should always aim to get the gist of the text.
- Students match the headings with the paragraphs. Encourage them to work without dictionaries.
- Students check answers in pairs. Check answers as a class.

### Transcript 1.33 page 26

A 5 B 3 C 1

### Exercise 3 page 26

- Refer students to the highlighted words in the text. Remind them that if they don't know a word, they can often use the context of the sentence to find the meaning.
- Working in pairs, students use the words to complete the sentences. Check answers as a class.

- 1 cruel 2 upper-class 3 out-dated 4 economy 5 law  
6 damage 7 respect 8 illegal 9 ban



### Extension – fast finishers

Students choose five items and write sentences of their own using the vocabulary in exercise 3. Monitor and check they are using the items correctly.

### Exercise 4 page 26

- Explain the task and play the recording. Students identify who is for or against the ban and check answers in pairs. Check answers as a class.

### Transcript 1.34 page 26

**Olivia** I live in the country – but I don't know anybody who likes the idea of fox-hunting. My dad's a farmer and he hated it when hunters rode over his land. They cause a lot of damage, you know – to the fields, and to the hedges. And they don't ask – they just go wherever they want! So I'm glad people can't go hunting any more. It was only a few, very rich people who were interested in it anyway. I'm sure they can find something else to do in their free time.

**Rory** My home is on the edge of town – between the town and the country. I think I understand both sides of the argument about fox-hunting, but a lot of people who live in towns don't really understand it. In fact, they don't understand rural traditions at all. They only go into the countryside to have a picnic a few times a year! I never went hunting myself. I'm not that keen on horse riding. But I respect it, as a traditional activity. I think it's important to respect all of our national traditions – not just the ones that are really popular.

**Jake** I don't see how anybody can say fox-hunting is right. It's disgusting! The whole point of the hunt is to chase and then kill a living animal – the fox. Why? Just because a few upper-class idiots think that it's fun! Well, it's wrong to have fun by killing animals. End of story. Perhaps when hunting started, hundreds of years ago, people didn't worry so much about the rights of animals. But people are different now. We respect animal rights. That's why so many people are vegetarians.

**Christine** I really don't see what the problem is. I mean, it's only a few foxes! Look at all the animals that are killed on the roads every year – every day! And what about fishing? I'm sure the fish think it's cruel. But nobody tries to ban fishing – and do you know why? Because it's popular with millions of people! And the silly thing is, we do need to control the number of foxes, because they damage farmers' fields and eat their chickens and lambs. Without hunting, farmers have to shoot foxes – and that's probably crueller than hunting because the foxes die more slowly! It just doesn't make sense to me.

- a Olivia is in favour   b Rory is against  
c Jake is in favour   d Christine is against

### Exercise 5 page 26

- Draw students' attention to the eight opinions and make sure they understand what each one means.
- Tell students that when listening, it is useful to identify keywords that they should listen out for. This will keep them focused on the listening and direct them to where the answers are.
- Play the recording again. Students do the task and check answers in pairs. Check answers as a class.

### Transcript 1.34 page 26

- 1 Jake   2 Rory   3 Christine   4 Olivia   5 Rory  
6 Christine   7 Olivia   8 Jake

### Exercise 6 page 26

- Working in pairs, students do the task. Encourage them to explain their opinions.
- Monitor the activity and help out with any vocabulary where necessary. Make a note of any general errors to be addressed at the end of the class.

### Alternative activity

Before students do the task, remind them of some useful language for giving opinions, and giving reasons. Elicit some ideas and write them on the board, e.g.

*I think/don't think/believe/reckon...*

*I agree/don't agree/disagree because...*

*For example...*

You could also include some of the phrases that speakers used in the listening task, e.g.

*I understand both sides of the argument.*

*I really don't see what the problem is.*

*It doesn't make sense to me.*

### Extension – stronger students

Ask students to choose four or five of the statements and write some sentences giving their opinions and saying why.

### Extension – weaker students

Ask students to choose one or two of the statements and write some sentences giving their opinions and saying why.

### Lesson outcome

Ask students: *What have you learned today? What can you do now? and elicit the answers: I can understand a controversial topic. I can give reasons to support my opinion.*

## 3D Grammar

### Articles

**Grammar:** articles

**Pronunciation:** *the*

**Speaking:** discussing likes and dislikes

### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 7. Exercise 5 and the Grammar Builder activities can be set for homework.

### LEAD-IN 3–4 MINUTES

- Tell students to look at the photo. Ask them what they can see, and put any new vocabulary on the board.

### Exercise 1 page 27

- In groups of three, students discuss the questions about the photo and explain their answers. Get some feedback from a few groups.

### Exercise 2 page 27

- Refer students to the *Learn this!* box. Articles can be extremely difficult for students at this level as there are many exceptions. For the moment, these four rules should be sufficient.
- Tell students to match each of the rules with one of the highlighted articles in the text.

- 1 a city   2 The city   3 a beautiful place   4 the sea



### Exercise 3 page 27

- Students find another example of each rule in the text.

1 a boat 2 the boat 3 a tour guide 4 the summer

### Exercise 4 page 27

- Refer the students to the messages in the chatroom. Working in pairs, students choose the correct alternative and identify which of the rules applies in each case.

1 a (rule 1) 2 the (rule 4) 3 a (rule 3) 4 the (rule 2)  
5 a (rule 1) 6 a (rule 1) 7 a (rule 3) 8 the (rule 4)  
9 a (rule 1) 10 a (rule 1) 11 the (rule 2) 12 a (rule 1)

### Exercise 5 page 27

- Read the *Look out!* box with the students. In pairs, students decide if the sentences are generalisations or not and choose the correct alternative. Check answers as a class.

#### Look out!

Point out to the students that when we talk about something in general, we don't use the definite article *the*, e.g. *I like listening to music*. When we are more specific we use *the*, e.g. *I like listening to the music that's on my iPod*. Make sure students understand the differences between the examples.

1 old cottages 2 Villages, towns 3 The weather  
4 Pedestrians, cyclists 5 The fields 6 billboards, cities  
1, 2, 4 and 6 are generalisations.

#### Extension – fast finishers

If students finish early, ask them to write six sentences. Three sentences should be generalisations and three sentences should use the definite article.

#### Alternative activity

Play a chain game with the students to practise articles. Write the following on the board: *There's a word on a page. Where's the page?*

Elicit from the students that *the page is in a book*. Now ask: *Where's the book?* Elicit any acceptable answer, e.g. *The book is in a bag*. Now ask: *Where's the bag?* Continue like this so the students realise how the game works.

Put students into groups of three or four. Give them another sentence: *There's an apple in a fridge*. In their groups, students take turns to say where the previous item is.

Monitor to make sure they are using the correct articles in the correct position. Other possible starting sentences could be: *There's a flower in a room*, or *There's a hat on a man*.

For further practice of articles:

### Grammar Builder (3D) page 108

- 5 1 a, an, the 2 the, the, the 3 a, a, The, the 4 an, an, The 5 a, a, the 6 an, the 7 the, a 8 an, the
- 6 1a an 1b the 2a the 2b a 3a a 3b the 4a the 4b a 5a a 5b The 6a a 6b the
- 7 1 Washington is *the* capital of *the* USA.  
2 He never answers *the* phone when he's at home.  
3 I usually get *the* bus to school in bad weather.  
4 We took *the* train from London to Paris.  
5 *The* Moon goes round *the* Earth about every 27 days.  
6 Somebody has dropped rubbish on *the* floor.  
7 My cousin enjoys listening to rock music on *the* radio.  
8 Nobody tells *the* truth all *the* time.

- 8 2 I don't like *the* zoos because the animals always look unhappy.  
3 Take *the* third road on the right – the church is on the left.  
4 I never drink *the* coffee in the evening.  
5 I'm not really into *the* sport, but I sometimes play *the* tennis at the weekend.  
6 I don't eat *the* chocolate very often – I prefer *the* healthy snacks, like *the* fruit.  
7 She wouldn't go in *the* swimming pool on holiday because the water was freezing.
- 9 1 a 2 the 3 The 4 a 5 a 6 a 7 the 8 – 9 the 10 the

### Exercise 6 page 27

- Explain to students that *the* is pronounced in two ways: /ði:/ or /ðə/.
- Play the recording. Elicit that *the* is pronounced /ðə/ before a consonant and /ði:/ before a vowel sound.
- Play the recording a second time for students to repeat.
- Point out to the students that although the *M* in *MP3 player* is a consonant, it is pronounced like a vowel so therefore we use /ði:/ before it.

### Transcript 1.35 page 27

### Exercise 7 page 27

- Students read the question prompts. Point out that some of them refer to generalisations and others do not.
- In pairs, students ask and answer the questions, using the definite article if necessary. Monitor to check students' use of the definite article.

Do you like big cities?

Do you like the weather today?

Do you like the scenery in England?

Do you like American films?

Do you like Italian food?

Do you like the American President?

Do you like the new *X-Men* film?

Do you like talkative people?

Do you like tracksuits?

Do you like the song in Unit 1?

Do you like the new Samsung phone?

Do you like ambitious people?

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can correctly use a, an and the with nouns. I can pronounce the correctly. I can talk about generalisations.*



## 3E Reading

### Urban farmers?

#### LESSON SUMMARY

**Reading:** article about FarmVille

**Listening:** song: Blur, *Country House*

**Speaking:** discussing online games

**Topic:** family and social life

#### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercises 1, 7 and 8. Exercises 4 and 6 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- In pairs, students have 2 minutes to decide what their favourite website is and why. Get feedback from a few pairs.

#### Exercise 1 page 29

- Refer students to the picture of FarmVille and elicit what they know about it. Do they know any other online games?

#### Culture note: FarmVille

Some students might already be familiar with FarmVille. FarmVille is a popular online game that can be accessed from Facebook. In this game, players have their own 'farm' and are able to grow vegetables, raise animals and build farm buildings. They are also able to help their farm 'neighbours'.

#### Exercise 2 page 29

- Tell students to look at the questions. In pairs, students guess the answers. Elicit some feedback from a few pairs.

#### Exercise 3 page 29

- Students read the text to find the answers to the questions in exercise 2. Encourage them to skim-read the text without thinking about the meanings of words they don't know.
- Students check answers in pairs. Check answers as a class.

#### Transcript 1.36 page 29

- Eighty-two million people play FarmVille.
- Yes, you can spend real money playing FarmVille.

#### Exercise 4 page 29

- Students do the task. As always, tell students not to use their dictionaries and to guess the meaning from the context of the sentence.
- Students check answers in pairs. Check answers as a class.

1 farmyard 2 land 3 seeds 4 wheat 5 crops 6 plough

#### Exercise 5 page 29

- Read the *Exam strategy* with the students. Point out that in this kind of task, it is useful to look for connections between the missing sentence and the sentences around it. This can be either grammatical, by looking for pronouns or demonstratives, or logical, by looking for linked ideas.
- Refer students to the six sentences and ask them to identify and underline three examples of demonstratives.

A these coins C Before this F those crops

#### Exercise 6 page 29

- Students match sentences in exercise 5 with the gaps in the text. Remind them there is one sentence they do not need.

- Students check answers in pairs. Check answers as a class.

1 F 2 A 3 E 4 B 5 D

#### Exercise 7 page 29

- Students work in pairs and ask and answer the questions. Encourage students to explain their answers as fully as possible instead of giving short, one-word answers.
- Monitor the students, making a note of any general errors to address at the end of the activity.

#### Exercise 8 page 29

- Ask the students if they have ever heard of a music group called Blur (Blur was a popular alternative rock band in the 1990s from the UK). Refer students to the lyrics and play the recording. Students listen and read at the same time.
- When the song has finished, refer students to the three summaries a-c. In pairs, students choose which they think is the best summary for the song.

#### Transcript 1.37 page 29

c

#### Culture note: Country house, Blur

This is a song about a man who leaves his very stressful city life to relax and have a better lifestyle in the country. He becomes obsessed with his health when he moves to the countryside and takes lots of vitamin pills. However, the song suggests his new lifestyle is not necessarily better.

#### Extension – stronger students

Refer students to the lyrics of the song again. Write the following phrases on the board: *rat race, to pay the price, to prey on, to pile up, rural charm*. Working in pairs, students locate the phrases in the lyrics.

Encourage students to think about the meaning of the words and expressions by looking at them in context in the song. Students can use dictionaries to check the meaning if they have them in class.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand a newspaper article. I can read a text for the main idea and for specific information.*

## 3F Everyday English

### Picture description

#### LESSON SUMMARY

**Speaking:** describing pictures

**Vocabulary:** summarising, locating, speculating; fillers

**Pronunciation:** intonation in fillers

**Topic:** places

#### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercises 1, 4, 5.

#### LEAD-IN 3-4 MINUTES

- Students write down five adjectives to describe their village/town/city. After 1 minute, stop the students and put them in pairs. They should have ten adjectives between them. Tell them to agree on the most suitable five.



- Choose one pair to give you their five adjectives and write them on the board. Get some feedback from the other students by asking: *Do you agree / disagree?*

### Exercise 1 page 30

- Draw students' attention to the words. Working in pairs, students match each of the words to one of the pictures.

**Photo 1:** enjoyable, outdoors, relaxing, sunny

**Photo 2:** empty, indoors, scary, underground

**Photo 3:** crowded, indoors, stressful

### Exercise 2 1.38 page 30

- Explain the task. Students listen to the recording and identify which of the photos 1–3 Hannah is describing.

### Transcript 1.38 page 30

**Examiner** Can you describe the photo for me?

**Hannah** Yes. Er...Let me see. This photo shows a street in a town or city on a sunny day. In the foreground, there are two girls – or young women maybe – sitting at a table outside. They're chatting and having a drink. One of them has got long, dark hair and is wearing a red top and the other is wearing a green top. Judging by their clothes, it's quite warm. Behind the women is a sign which says 'Open'. I can also see a road. In the background, there are other shops and cafés. There are a few pedestrians on the pavement. Hmm. What else? I can also see some trees in the distance. It looks like a nice part of town.

**Examiner** How do you think the two women are feeling, and how can you tell?

**Hannah** Well...Let me think. They look as though they're really relaxed. They're smiling and talking. And they look comfortable. I imagine they're quite good friends, judging by the way they're sitting.

Hannah is describing photo 1.

### Exercise 3 page 30

- Refer students to the phrases and point out the three categories: *summarising*, *locating* and *speculating*. When describing a photo, they should first of all *summarise what they can see*. They should then go into *more detail and talk about the location* of different things. They should finally make some *speculations* about the photo.
- Go through the phrases with the students and make sure they understand what they mean. You might find it helpful to draw a photo frame on the board and divide it into sections to explain the locations.
- Play the recording again. Students tick the phrases that Hannah uses. Students check their answers in pairs. Check answers as a class.

### Transcript 1.38 page 30

**This photo shows...; in the foreground; judging by...; in the background; behind the...; they look...; I imagine...**

### Exercise 4 page 30

- Working in pairs, students take turns to describe the picture of the farmer on page 29. Encourage them to use vocabulary from exercise 1 and phrases from exercise 3.
- Monitor, noting any errors to address after the activity.

### Exercise 5 page 30

- Refer students to the *Speaking strategy*. Explain that it is possible to gain some time by using these useful expressions or fillers. Point out that this is much better than remaining silent while trying to think of what to say.
- Play the recording. Students listen to Hannah. Pause to allow them to repeat.

### Transcript 1.39 page 30

**Hannah** Er...Let me see...

**Hannah** Hmm. What else?

**Hannah** Well...Let me think...

### Exercise 6 page 30

- Draw students' attention to the questions for picture 1. Encourage them to speculate in pairs about their answers. Remind students to try to use the vocabulary from exercises 1, 3 and 5 in their answers.
- Monitor, listening out for correct usage of the expressions.

### Exercise 7 page 30

- Students might find it useful to listen to Hannah's description one more time before doing this activity.
- Put students into A/B pairs. Student A describes picture 2, while Student B listens. Allow Student A some time to make notes on what to say.
- Student B then asks Student A the questions. Monitor, noting any errors to be addressed after the activity.
- When students have finished, Student B describes picture 3 to Student A. Follow directions as above.

### Extension – fast finishers

Choose a suitable photo from somewhere in the textbook. Tell students to use the phrases from exercise 3 to write a short description of the photo.

### Lesson outcome

*Ask students: What have you learned today? What can you do now? and elicit the answers: I can describe and speculate about a picture. I can use fillers while I'm speaking.*

## 3G Writing

### A holiday blog

#### LESSON SUMMARY

**Vocabulary:** holiday activities

**Reading:** blogs

**Vocabulary:** extreme adjectives

**Writing:** a holiday blog

#### SHORTCUT

*To do the lesson in 30 minutes, omit the extension. Any of the exercises 2, 3, 5 or 6 can be set for homework.*

#### LEAD-IN 4–5 MINUTES

- On the board write the *wh-* question headings, *where*, *when*, *what*, *who...with*, etc. In pairs, students think of some questions to ask their partner about their last holiday. Get feedback from individual students around the class and find out who had the best/worst holiday.

### Exercise 1 page 31

- Refer students to the holiday activities in exercise 1. Working in pairs, students ask and answer questions about the activities. Encourage them to add their own ideas.
- Monitor the students, helping out with vocabulary and ideas as necessary, and making a note of any general errors to be addressed at the end of the activity.



## Exercise 2 page 31

- Students read the blog entries quickly and identify which activities from exercise 1 are mentioned. Students check answers in pairs. Check answers as a class.

play cards, visit a water park, go for a bike ride, go swimming, go on a boat trip, visit a castle

### Culture note: the Costa Brava and the Lake District

The Costa Brava is a coastal area in Spain, near Barcelona. It is a very popular holiday destination for British tourists. Apart from the beaches, it is a very diverse area and includes areas of great natural beauty and cultural heritage.

The Lake District is a region in north-west England. It is popular with tourists for its beautiful lakes and mountains. It has England's highest mountain, Scafell Pike, and its deepest lake, Wastwater.

## Exercise 3 page 31

- Put students into A/B pairs. Student A answers the questions based on Tessa's blog and Student B answers the questions based on Sam's blog.
- When students finish, tell them to exchange their information so they both have the full set of answers. Monitor this activity, helping out with any problems as necessary. Check answers as a class.

- Tessa is on the Costa Brava. / Sam is in the Lake District.
- The weather on the Costa Brava is terrible. / The weather in the Lake District is hot and sunny.
- Tessa stayed in the hotel all day and played cards yesterday. / Sam went for a long bike ride and then swam in the lake yesterday.
- Tessa is going to a huge water park tomorrow. / Sam is going on a boat trip and visiting a castle tomorrow.
- Tessa is coming home on Saturday. / Sam is coming home next week.

## Exercise 4 page 31

- Go through the *Learn this!* box with the students. In pairs, students find the extreme adjectives in the blog entries.

### Learn this!

#### Extreme adjectives

Explain that we often use extreme adjectives instead of *very* + adjective, e.g. *freezing* instead of *very cold*. Extreme adjectives make a story sound more interesting and the students should try to use them if possible, especially in their writing. Make sure they understand that we do not use *very* with extreme adjectives.

- 1 fantastic / great 2 terrible 3 huge 4 freezing

## Exercise 5 page 31

- Tell students to read the paragraph and ask them why the person is scared. Elicit that they heard strange noises when they were camping. Students replace the underlined words with extreme adjectives.
- Students check answers in pairs. Check answers as a class.

We're camping in a **tiny** tent in a **huge** field. The weather is **freezing**, especially at night. Last night, I was **terrified** – there were so many strange noises! It really is a **terrible** holiday.

## Alternative activity

Ask students to write four or five questions using the less extreme adjectives which appear in the exercises. In pairs, students take turns to read out their questions and their partner has to reply, saying *yes* or *no* with a more extreme adjective, e.g. Student A: Was your last holiday good? Student B: Yes, it was fantastic!

Student B: Is (*name of a singer*)'s new record bad? Student A: Yes, it's terrible!

## Exercise 6 page 31

- Read the *Writing strategy* with the students. Ask them to look through the blogs again to find three exclamations.
- They check their answers in pairs. Check as a class.

### Writing strategy

Explain the exclamation mark (!) to the class and point out that it is often used in informal English between friends and in informal situations such as blogs. An exclamation mark adds feeling to a text and involves the reader more. Highlight that it is common to use it after extreme adjectives, *How* + adjective and *What a* + noun.

How boring!

Great!

What a shame!

## Exercise 7 page 31

- When students are ready, refer them to the information in exercise 7. Tell them that they are going to write a blog entry and that they should include this information.
- Emphasise that it is not just enough to mention these pieces of information, but that the sentences need to flow together in a natural way. Encourage them to use extreme adjectives to make their blog entry more interesting.
- The activity can be set for homework. Encourage students to allow time at the end of their writing to check their work for any mistakes.

### Extension – fast finishers

Tell students to choose any six of the activities from exercise 1. For each activity, students choose any adjective they like to describe it, e.g. *Buying souvenirs is interesting*. If you do this activity, you might like to point out that we use the gerund form of the verb when we make it the subject of a sentence, e.g. *Sunbathing is very relaxing*.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use extreme adjectives. I can write a blog entry about a holiday.*



## Get Ready for your Exam 2

### LEAD-IN 2-5 MINUTES

- Ask the class to work in pairs and to discuss a famous sportsperson they admire.
- After 2 minutes, get feedback from each pair by asking them to describe their partner's sportsperson.

## Reading

### Exercise 1 page 32

#### GET READY TO READ

- Students work in pairs to ask and answer the questions. Encourage them to expand on their answers.
- Monitor the students as they speak. Do not correct any errors at this stage, but help out with ideas for giving longer answers if they are struggling.

### Exercise 2 page 32

#### READING EXAM TASK – MULTIPLE CHOICE

- Read the instructions with the students and make sure they understand the task. Explain that they should first read the text quickly to get the main idea, then read the questions. Encourage them to highlight the relevant sections of the text and to compare them carefully with the different options.
- Tell students to skim-read the text and set them a time limit of about one and a half minutes. Ask them if the drug HGH is easy to test for and elicit that it is not.
- Students do the task. They check their answers in pairs. Check answers as a class.

1 D 2 A 3 B 4 A 5 C

## Speaking

### Exercise 3 page 32

#### GET READY TO SPEAK

- Divide students into pairs and refer them to the two questions. Allow them about 2 minutes to discuss them.
- Monitor the students as they speak, helping out with vocabulary or ideas as necessary. Get some feedback by discussing the questions briefly as a class.

### Exercise 4 page 32

#### SPEAKING EXAM TASK – PICTURE DESCRIPTION

- Go through the exam task with the students. Point out that they are required to give a detailed description of the picture. They should describe who is in the picture, where they are and what they are doing.
- Students work in pairs and take turns to describe the picture. Remind them that they should be using the present continuous tense to describe what the people are doing. Monitor the students as they speak, without interrupting.
- Students work in pairs and answer the questions, taking it in turns to ask and answer them. Remind them to expand on their answers by giving reasons and using examples. Monitor the students as they do the task, helping out with ideas as necessary.
- At the end of the activity, choose three stronger students to answer the questions for the class.

## Listening

### Exercise 5 page 33

#### GET READY TO LISTEN

- In pairs, students discuss the advantages and disadvantages of the two situations. Encourage them to explain their opinions.
- Get feedback from the class by asking a few pairs for their opinions. Which situation would they prefer?

### Exercise 6 page 33

- Students read the words and definitions and match them. Encourage them to match the words they already know first, as this will help them guess the ones they may not know.
- Students check answers in pairs. Check answers as a class.

1 detached 2 landlord 3 housemate 4 upstairs  
5 advertisement 6 flat 7 Rent

### Exercise 7 page 33

#### LISTENING EXAM TASK – TRUE OR FALSE

- Read the instructions and explain the task to the students before they do it. Emphasize that they should read the statements carefully and identify keywords to help them.
- Remind them not to worry about individual words they do not understand in the listening exercise, but to focus on the meaning of the whole sentences instead.
- Play the recording. Students do the task and check their answers in pairs. Play the recording a second time. Check answers as a class.

### Transcript 1.40 page 33

I live in a detached house in Bristol with two other students. The university doesn't have rooms for all its students so every summer there are a lot of us looking for flats and houses in the city. Me and my friend Kate found the house, but the rent is quite high so we had to find a housemate to share with. We put an ad in one of the student magazines and got lots of replies. We chose to live with Melanie, a third-year medical student. The house has only got two bedrooms upstairs so we changed the dining room into another bedroom for Melanie. Our landlord didn't mind and luckily the kitchen is big enough to eat in. We all have lunch in the university and we share the cooking in the evenings. I usually do it on Tuesdays and Fridays. There's only one bathroom, which is a bit annoying, as Kate spends a long time in there in the morning! The house has got a small garden, but none of us likes gardening, so I'm afraid it's a bit of a mess! Next year, Kate, Melanie and I are going to stay together – we might look for somewhere a bit bigger and a bit nearer the university.

- 1 F: They looked for a housemate because the rent is high.
- 2 F: They received lots of replies to the advert.
- 3 F: She only cooks on Tuesdays and Fridays.
- 4 T
- 5 T

## Speaking

### Exercise 8 page 33

#### GET READY TO SPEAK

- Students do the task in pairs. Set them a time limit of 1 minute to make it more competitive.
- After 1 minute, stop the students. Put their suggestions on the board. Which pair thought of the most rooms?



## Exercise 9 page 33

### 10-12 MINUTES

- Read the exam task in exercise 10 with the students and make sure they understand what they have to do. Refer them to the incomplete sentences and ask them to complete them with the missing words.
- Students check their answers in pairs. Check answers as a class. Ask them to identify which part of the task each sentence is referring to. Check their answers.

1 small 2 food 3 garden 4 lazy 5 reasonable 6 cooking

**What the house is like:** 1, 3

**Sharing the costs:** 2, 5

**Sharing the duties:** 4, 6

## Exercise 10 page 33

### SPEAKING EXAM TASK – ROLE-PLAY

- Explain that when they are doing the role-play, the students should address all of the items in the questions. In order to get as many marks as possible, they should expand on these items as much as they can.
- Make sure students try to use similar sentences to the ones they used in exercise 9. Point out that they should link them together as naturally as they can.
- Monitor the students without interrupting. Make a note of any points you would like to address later.

## Use of English

### Exercise 11 page 33

#### GET READY FOR USE OF ENGLISH

- Draw students' attention to the words. Explain that they are going to try to make different forms of these words by changing them into nouns, verbs, adjectives, adverbs, etc. or by making them negative by adding prefixes.
- Refer them to the example of *apply* and go through the different words formed from it. Students do the task in pairs, using a dictionary to help them if necessary.
- Check answers as a class.

#### Possible answers:

**success:** succeed, successful, successfully, unsuccessful, unsuccessfully

**immediate:** immediately

**inform:** informant, information, informative, informer

**accommodate:** accommodation

**luck:** lucky, luckily, unlucky, unluckily

**responsible:** responsibly, responsibility, irresponsible, irresponsibly

**difficult:** difficulty

**prepare:** prepared, unprepared, preparation, preparatory

**reason:** reasonable, reasonably, unreasonable, unreasonably

### Exercise 12 page 33

#### USE OF ENGLISH EXAM TASK – WORD FORMATION

- Read the instructions and explain the task. Point out that each gap is to be completed with a form of the word in brackets. The first thing the students should do is to identify what kind of word will fit into each gap.
- Do the first one as an example. Elicit that the first gap needs a noun. Ask the students what a suitable noun from *apply* might be and elicit that *application* is the correct answer. Students do the rest of the task by themselves.

- They check answers in pairs. Check answers as a class, making sure students understand why the answers are correct.

1 application 2 successful 3 immediately 4 information  
5 accommodation 6 unlucky 7 responsibility  
8 difficulty 9 prepared 10 reasonably

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can answer multiple-choice questions for the reading section of the exam. I can describe a picture and I can take part in a role-play for the speaking section of the exam. I can answer true or false questions for the listening section of the exam. I can complete a word-formation task for the Use of English section of the exam.*



# 4 Lights, camera, action!

## Map of resources

### 4A Vocabulary and listening

Student's Book p34, Workbook p30

Photocopiable Activity: 4A Find someone who ...

### 4B Grammar

Student's Book p35, Workbook p31

Photocopiable Activity: 4B Comparatives and superlatives

### 4C Culture

Student's Book p36, Workbook p32

Photocopiable Activity: 4C The 48-hour Film Project 1

### 4D Grammar

Student's Book p37, Workbook p33

Photocopiable Activity: 4D (not) as ... as, too, enough

### 4E Reading

Student's Book p38, Workbook p34

Photocopiable Activity: 4E The 48-hour Film Project 2

### 4F Everyday English

Student's Book p40, Workbook p35

Photocopiable Activity: 4F Are there any tickets?

### 4G Writing

Student's Book p41, Workbook p36

Photocopiable Activity: 4G Cinema questionnaire

### 4 Review and Tests

Self-check 4: Workbook p37

Photocopiable Activity: 4 Review (Quiz)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 4 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 2

Workbook pp38–39

### Units 3–4

Language Review, Student's Book p42

Skills Round-up 1–4, Student's Book p43

### iTools Unit 4

#### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive Exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 4A Vocabulary and listening

### At the cinema

#### LESSON SUMMARY

**Vocabulary:** films

**Listening:** film extracts

**Speaking:** discussing films

**Topic:** culture

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 3. Exercise 5 and the Vocabulary Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- In pairs, students tell each other about the last film they saw, saying what they liked or didn't like about it.
- After 1–2 minutes, stop the students and get feedback from a few pairs.

#### Exercise 1 page 34

- In pairs, students discuss the actors and films in the photos. Monitor, helping as necessary.
- Get feedback from the class by identifying the film in each photo and asking if the students liked or disliked the films.

#### Culture note: actors and films

- 1 *Knight and Day* (2010) starred Cameron Diaz and Tom Cruise.
- 2 *Saving Private Ryan* (1998) starred Tom Hanks and Matt Damon.
- 3 *The Day After Tomorrow* (2004) starred Dennis Quaid and Jake Gyllenhaal.
- 4 *Up* (2009) is a computer-animated film.
- 5 *Mamma Mia* (2008) starred Meryl Streep, Pierce Brosnan, and Colin Firth.
- 6 *Avatar* (2009) starred Sam Worthington, Zoe Saldana, and Sigourney Weaver.
- 7 *Troy* (2004) starred Brad Pitt, Eric Bana, and Orlando Bloom.
- 8 *Valentine's Day* (2011) starred Julia Roberts, Anne Hathaway, and Jamie Foxx.

#### Exercise 2 page 34

- Students do the task and check answers in pairs. Play the recording for students to check their answers. Pause after each film type for students to repeat.

#### Transcript 2.02 page 34

- 1 action film   2 war film   3 disaster film   4 animated film  
5 musical   6 science fiction film   7 historical drama  
8 romantic comedy

**Not illustrated:** comedy, documentary film, horror film, thriller, western



### Exercise 3 page 34

- In pairs, students discuss what type of films they like/dislike using the phrases given and the vocabulary from exercise 2. Encourage them to give examples and to explain why they like/dislike certain types of films.
- Monitor the students, making sure they are using the phrases correctly.

### Exercise 4 page 34

- Explain to the students that they are going to listen to six short excerpts from different types of films.
- Play the first excerpt and stop the recording. Ask the students what the King wants to do with the women and children and elicit that he wants the Duke to bring them into the castle. Elicit that this is a historical film.
- Play the remaining excerpts and pause after each one to allow students time to decide on their answer. Students check answers in pairs. Check answers as a class.

### Transcript 2.03 page 34

- 1 Courtier** Your Majesty! The Scots are coming! Their army is on the hill now!  
**King** Bring me my sword! Where is the Duke?  
**Duke** Here I am, Your Majesty. What are your wishes, Sire?  
**King** Bring all the women and children into the castle! Order your men to be at the ready!  
**Duke** At once, Your Majesty!
- 2 Harriet** Hello. You must be Esther. Pleased to meet you.  
**Esther** Hello. You're Harriet. Come on in.  
**Harriet** And this is your dog? Gosh, he's enormous.  
**Esther** This is Prince. Don't worry. He wouldn't hurt a fly.  
**Harriet** Nice doggie. Arrgh!  
**Esther** Down, Prince! Down! Sorry. He's just being friendly.  
**Harriet** Oh, is he? He's very, very heavy.  
**Esther** Aw, he likes you!  
**Harriet** Oh...great...Do you think you could get him off me now?
- 3 Elizabeth** Who are you? What are you? How did you get in?  
**Voice** Hello, Elizabeth.  
**Elizabeth** How do you know my name? What do you want?  
**Voice** You. I want you.  
**Elizabeth** What do you mean? Who are you?  
**Voice** Don't you recognise me? I'm you.  
**Elizabeth** Aargh!
- 4 Dog** Where's that cat?  
**Mouse** He's hiding in the rubbish bin. Over there.  
**Dog** Right. I'll get him this time.  
**Mouse** There he is!  
**Dog** Come back here, pussy cat!  
**Mouse** Hee hee hee!
- 5 Torgen** Captain, take a look at this. There's something coming up on my computer screen.  
**Captain** Torgen, what are we looking at here?  
**Torgen** It seems to be a message from that red planet over there. It's not in any language I recognise.  
**Captain** What's the name of the planet? Do we know anything about it?  
**Torgen** It's called Red Star.  
**Captain** Computer! Please translate the message.  
**Computer** 'Hello Earthlings! You are warmly invited to a party on Red Star – the party planet of the galaxy! Beam down any time after 11 o'clock, Earth-time. RSVP.'  
**Captain** Hey, let's go and check it out. Come on, Torgen!
- 6 TV presenter** In 2008, Global Concern sent two ships to the Arctic to measure the rate at which the polar ice cap is melting. What they discovered surprised even the most pessimistic climate change scientists...

1 historical drama 2 comedy 3 horror film 4 animated film 5 science fiction film 6 documentary film

### Exercise 5 page 34

- Draw students' attention to the adjectives and explain that they can be used to describe films. Tell them to use their dictionaries to check the meanings and do the task.
- Students check answers in pairs. Check answers as a class.

1 predictable 2 dull 3 gripping 4 moving 5 violent  
6 serious 7 spectacular

#### Extension – fast finishers

Students think of an example of a film for the types of films that are not illustrated in exercise 2. Encourage them to describe the films they chose using the adjectives they've learned in exercise 5.

#### Extension – weaker students

Students work in pairs and think of a film for each of the adjectives in exercise 5. Encourage them to explain their choice.

For further practice of film-related vocabulary:

#### Vocabulary Builder 4 (Part 1) page 127

- 2 1 musical 2 western 3 thriller 4 historical drama  
5 science fiction film 6 war film 7 comedy  
8 horror film
- 3 1 predictable 2 spectacular 3 dull 4 entertaining  
5 slow 6 violent 7 moving 8 scary

### Exercise 6 page 34

- Tell the students about a film that you really liked, e.g. *I really liked Avatar. I'm a big fan of science fiction films and the special effects were absolutely spectacular. There was a good story and it was gripping right up until the end.*
- Students think of two films – one that they really liked and one that they disliked. Refer students to the points and ask them to do the task.
- Monitor, helping out as necessary.

### Exercise 7 page 34

- Students work in pairs and tell their partners about their films, using the notes they made in exercise 6. Encourage them to explain their choices as much as possible.
- Monitor the students, listening out for appropriate use of adjectives to describe films. Make a note of any general errors to be addressed at the end of the activity.

For practice of -ed and -ing adjectives:

#### Vocabulary Builder 4 (Part 2) page 127

- 4 1 confusing 2 disappointed 3 disgusting  
4 embarrassed 5 frightening 6 exhausted  
7 shocking 8 worried
- 8 1 boring 2 confusing 3 annoyed 4 embarrassing  
5 worried 6 shocking 7 disgusted 8 exhausted

#### Extension – stronger students

Ask students to write a short description of a film they liked and would recommend, or one that they didn't enjoy. Encourage them to use suitable adjectives and refer back to the points in exercise 6 to guide them.



## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can talk about different types of film. I can talk about my likes and dislikes.*

# 4B Grammar

## Comparatives and superlatives

### LESSON SUMMARY

**Grammar:** comparatives and superlatives

**Reading:** text about Keira Knightley

**Speaking:** discussing films

### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 6. Exercise 5 and the Grammar Builder activities can be set for homework.

### LEAD-IN

- Ask students if they have seen any of the *Pirates of the Caribbean* films. See if they can name the main actors from some of the films (*Johnny Depp, Keira Knightley, Orlando Bloom*). Ask them to compare two of the films from the series, discussing any similarities or differences between them.
- After a few minutes get feedback from the class.

### Exercise 1 page 35

- Refer students to the picture and ask them who it is. Elicit that it is Keira Knightley. Students read the text and find out how many of her films are mentioned. Check answers as a class.

Three of her films are mentioned: *Pirates of the Caribbean, Atonement* and *Love Actually*.

### Exercise 2 page 35

- Students read the text again and do the task. They then complete the table. Check answers as a class.

1 the richest 2 the biggest 3 funnier 4 more serious  
5 the most beautiful 6 the best

For further practice of comparatives and superlatives:

### Grammar Builder (4B) page 110

- 1 wider 2 easier 3 wetter 4 funnier 5 better  
6 duller 7 hotter 8 worse 9 nicer 10 scarier
- 2 worse than 3 funnier than 4 duller than 5 wider than  
6 hotter than 7 better than 8 wetter than  
9 nicer than 10 scarier than
- 4 2 the easiest 3 the wettest 4 the funniest  
5 the best 6 the dullest 7 the hottest 8 the worst  
9 the nicest 10 the scariest
- 5 2 What's the farthest planet from the sun?  
3 Which country in Europe has got the biggest population?  
4 What are the most intelligent animals in the world?  
5 What is the longest river in the world?  
6 What is the hottest planet in the Solar System?

### Exercise 3 page 35

- Refer students to the chart comparing the two films. Ask if any of the students have seen them.
- Students write sentences comparing the two films using the adjectives given. Students check their answers in pairs. Check answers as a class.

*Star Trek* was duller than *Up in the Air*.  
*Up in the Air* was more entertaining than *Star Trek*.  
*Up in the Air* was funnier than *Star Trek*.  
*Star Trek* was longer than *Up in the Air*.  
*Star Trek* was more popular than *Up in the Air*.  
*Star Trek* was scarier than *Up in the Air*.  
*Up in the Air* was shorter than *Star Trek*.  
*Star Trek* was more violent than *Up in the Air*.

### Exercise 4 page 35

- Ask students if they ever spend any time in Internet chat rooms or forums and get some feedback.
- Refer them to the texts from a chat room and explain that different people are talking about films and directors. Tell students to look through the texts and ask them which directors the people are discussing. Elicit that the people are discussing James Cameron and George Lucas.
- Students do the task and check their answers in pairs. Check answers as a class.

1 the best 2 Better than 3 more entertaining 4 more successful  
5 most predictable 6 dullest 7 most gripping  
8 the most talented 9 scarier 10 more moving 11 more spectacular

### Culture note: James Cameron and George Lucas

James Cameron is most famous for directing films such as *Alien, The Terminator, Titanic, and Avatar*. He has won three Oscars and has had many nominations for other awards. George Lucas is most famous for directing big box office hit film series such as *Star Wars* and *Indiana Jones*. He has had four Oscar nominations.

### Exercise 5 page 35

- Students complete questions using superlative adjectives and check their answers in pairs. Check answers as a class.

- 2 What is the most moving film that you've ever seen?
- 3 Who is the most beautiful actress in the world?
- 4 What is the dullest programme on TV?
- 5 Who is the worst actor in the world?
- 6 Who is the best-looking actor in the world?
- 7 What is the scariest film that you've ever seen?
- 8 What is the funniest comedy on TV?

### Extension – stronger students

Students look back to lesson 4A and choose three film genres that they like. Working in pairs, they compare the genres using comparative and superlative structures.

### Extension – weaker students

Students make eight sentences using the superlative form of the adjectives in exercise 3.

### Exercise 6 page 35

- Students work in pairs and interview each other using the questions they made in exercise 5. Monitor the students, making sure they are using the superlative forms of the adjectives correctly.

### Alternative activity

Students make a quiz on a different topic, e.g. books, fashion etc. Encourage them to make six questions using superlative adjectives. When they have finished, they interview each other.



## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can make comparisons by using comparatives and superlatives.*

# 4C Culture

## Film fame

### LESSON SUMMARY

**Reading:** the Oscars

**Listening:** the Razzie Awards

**Speaking:** comparing films

**Topic:** culture

### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 7. Exercises 2, 3 and 4 can be set for homework.

### LEAD-IN 3-4 MINUTES

- Write *The Oscars* on the board. Working with the whole class, elicit any information that the students can give you about them. Write any keywords on the board as the students volunteer information. Allow 2-3 minutes for this.

### Exercise 1 page 36

- Draw students' attention to the photos of Hilary Swank and Jamie Foxx. In pairs, students describe the photos using the words in the box.
- Monitor and help out with any vocabulary or ideas as necessary. When students have finished, choose one or two pairs to describe the two photos for the class.

### Exercise 2 page 36

- Refer students to the text and ask them how many paragraphs there are. Elicit that there are five. Explain that texts are normally divided into paragraphs to separate different ideas. Therefore, each paragraph will be talking about a different point.
- Draw students' attention to headings 1-6 and allow them time to read through them. Explain the task and point out that it is a very common task in exams.
- Remind students that it is always useful to skim-read a text at first to get a general idea about the main topic of the text and what each paragraph is talking about.
- Allow students 2 minutes to skim-read the text, reminding them not to worry about any unknown vocabulary at this stage. When they have finished, students do the task. They should underline any information in the paragraph that they think is relevant. Check answers as a class.

### Transcript 2.04 page 36

A 3 B 6 C 5 D 2 E 1

### Exercise 3 page 36

- Allow students some time to read through the questions. Students answer the questions on the text individually. Students check answers in pairs. Check answers as a class.
- The results always appeared in the newspapers before the ceremony.
  - The director of the Academy's uncle looked like the prize.
  - The 6,000 members of the Academy vote for the winners.

- They usually don't spend anything because they get their dresses for free.
- They're often boring because the winner usually thanks a long list of people.

### Exercise 4 page 36

- Students match the highlighted words in the text with the definitions. Encourage them to use the context of the sentence to help them.
- Students check answers in pairs. Check answers as a class.

1 result 2 ceremony 3 speech 4 prize 5 winner

### Extension – fast finishers

Students make their own sentences with the vocabulary from exercise 4.

### Exercise 5 page 36

- Play the first two sentences of the recording. Ask the students what *Razzie* is short for. Elicit that it is short for *Golden Raspberry*. Write this on the board.
- Draw students' attention to the two questions and play the recording from the beginning. Students answer the questions. Students check their answers in pairs. Check answers as a class.

### Transcript 2.05 page 36

While every actor in Hollywood wants an Oscar, nobody wants a Razzie. Razzie is the short name for Golden Raspberry. // It is an award given to the worst actors and films of the year. These awards are given out on the night before the Oscars. The local and foreign media are in Hollywood, so there is a lot of interest. Just not the kind of interest that most people want!

How did the Razzies start? John Wilson, a Hollywood publicist, used to hold an Oscars party at his house after the real awards ceremony. At his party in 1981, he talked about the films that he liked the least that year, and gave them little prizes. He encouraged friends to do the same. These parties were a huge success. So, later, he decided to start his own awards ceremony. Wilson made little awards from plastic raspberries and covered them in gold paint. They only cost \$5 each and look terrible! 650 film journalists and film fans are now members of the Golden Raspberry Award Foundation, and they vote for the worst films of the year. Anyone can be a member of the foundation, as long as they pay.

At first, no Razzie winners wanted to collect their award, probably because they were embarrassed. But in 1988, Bill Cosby, an American comedian, heard that he had won three awards, for Worst Actor, Worst Film and Worst Screenplay. He said, 'I want my Golden Raspberry, and if it isn't golden, I'm going to the press!' So a TV company made real gold awards and Bill Cosby accepted them on a chat show. He said, 'It was a lot of fun to do.' After that, actors and directors with a sense of humour began accepting their awards on TV chat shows. Paul Verhoeven was the first person to go to the Razzie Awards Ceremony to collect his awards in person, for Worst Director and Worst Film. Other popular winners include Sandra Bullock, who accepted her Worst Actress award at the Razzies the night before she accepted her first Oscar for Best Actress for a different film. But most Razzie winners still prefer to pretend that they haven't won!

- The Razzie awards are given to the worst actors and films of the year.
- Some actors collect their awards but most of them prefer to pretend they didn't win.

### Exercise 6 page 36

- Allow the students some time to read the five sentences. Check for understanding.
- Remind them to identify keywords to help keep them focused on the information that they need to listen for in the recording.



- Play the recording. Students do the task. They check answers in pairs.
- Play the recording a second time for students to check their answers. Check answers as a class.

### Transcript 2.05 page 36

- 1 T
- 2 F: John Wilson started the Razzie Awards for the worst films each year.
- 3 F: People have to pay for membership.
- 4 T
- 5 F: Sandra Bullock won her Razzie and Oscar for different films.

#### Extension – stronger students

Tell students to imagine they have won an Oscar. Ask them to write a short acceptance speech. Monitor, helping out with vocabulary and ideas as necessary. At the end of the activity, choose a few strong students to perform their speech for the class.

#### Extension – weaker students

Play the recording again. Students make the false statements in exercise 6 true.

### Exercise 7 page 36

- Refer students to the questions. In pairs, they discuss films they have seen recently. Encourage them to explain their choices.
- Monitor the students, helping out as necessary.
- At the end of the activity, choose a few pairs to explain their awards to the class. Do the rest of the students agree? What would they do differently?

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can talk about award ceremonies. I can find out what a word means from the context of a sentence.*

## 4D Grammar

### (not) as ... as, too, enough

#### LESSON SUMMARY

**Grammar:** (not) as ... as, too, enough

**Reading:** dialogue comparing actresses

**Listening:** dialogue comparing actresses; comparing films

**Speaking:** rejecting suggestions

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 6. Exercises 4 and 5 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Tell students to imagine that a film is going to be made about their life. Working in pairs, students choose the actor that they think should play their character.
- After 1–2 minutes, stop the students and get some feedback from the class by asking a few students to tell the class about their partner's choice.

### Exercise 1 page 37

- Draw students' attention to the three sentences and play the recording. Students listen to the recording while they read the text and decide if the sentences are true or false.
- Students check answers in pairs. Check answers as a class.

### Transcript 2.06 page 37

- 1 F: Carrie Oakey is younger than Anne Teak.
- 2 T
- 3 F: Sheila Blige is as experienced as Anne.

### Exercise 2 page 37

- Point out the five rules in the *Learn this!* box and refer students to the examples given. Explain that these are different ways of making comparisons. Tell them to complete them using *after*, *before*, and *between*. Students check their answers in pairs. Check answers as a class.
- Ask students to look through the text in exercise 1 once more to see if they can find an example of each of the rules.
- Play the recording. Pause after each example to allow students time to repeat.

1 **between** 2 **before** 3 **after** 4 **before** 5 **after**

### Transcript 2.07 page 37

- 1 **as tall as; not as tall as**
- 2 **too tall**
- 3 **good enough; not good enough**
- 4 **enough experience; not enough experience**
- 5 **You're old enough to drive.**

### Exercise 3 page 37

- Students write eight sentences comparing themselves with their friends and family using (not) as...as and the adjectives 1–8. Encourage them to be creative.
- Students compare their answers in pairs. Circulate and check that students are using the structure correctly.

#### Students' own answers

### Exercise 4 page 37

- Refer students to the questions and incomplete answers. Explain that they have to complete the answers using the adjective given and *too* or *not...enough*.
- Students check answers in pairs. Check answers as a class.

1 **wasn't fast-moving enough** 2 **are too predictable**  
3 **was too slow** 4 **isn't old enough** 5 **'m too tired**  
6 **'s too expensive**

### Exercise 5 page 37

- Students read the conversation quickly. Ask them what Justin and Chloe are talking about. Elicit that they are making plans to go to the cinema.
- Students complete the conversation using *too*, *enough* or (not) as...as with the words in brackets. Students check their answers in pairs.
- Play the recording for students to check their answers.

### Transcript 2.08 page 37

1 **enough time** 2 **as good as** 3 **old enough** 4 **old enough**  
5 **as good as** 6 **too late** 7 **too far**



### Extension – fast finishers

In pairs, students think of their favourite actor or actress. When they are ready, students compare their favourite actors/actresses. Encourage them to describe them using (not) as ... as, too or enough. When they have finished, they write a short paragraph about their comparison.

### Extension – weaker students

In pairs, students practise the dialogue in exercise 5, each taking on a different role. When finished, they swap roles. If necessary, play the recording again for students to listen.

For further practice of (not) as...as, too and enough:

#### Grammar Builder (4D) page 110

- 7 2 Fred is as dishonest as Cathy.
  - 3 Liam is as talkative as Sally.
  - 4 George is as arrogant as Ryan.
  - 5 Joe is as hard-working as you are.
  - 6 Chris is as immature as Simon.
- 8 2 Comedies aren't as gripping as disaster films.
  - 3 The school in the village isn't as big as the school in the town.
  - 4 I'm not as interested in action films as you.
  - 5 Normal films aren't usually as funny as animated films.
  - 6 I'm not as lucky as Ian.
- 9 1 too intolerant 2 too predictable 3 too violent
  - 4 too inactive 5 too tired 6 too scary
- 10 1 enough time 2 funny enough 3 enough sugar
  - 4 patient enough 5 old enough 6 enough computer games 7 strong enough 8 enough people

#### Exercise 6 page 37

- Allow students time to read through the suggestions. Do the first one with them as an example by eliciting different reasons why somebody might not want to watch a film, e.g. *I'm too tired* or *It's not interesting enough*, etc.
- Students work in pairs and do the task. Monitor the students, helping out as necessary and making sure students are using the structures correctly.
- When they have finished, go through the suggestions and choose a pair or two to tell you why they can't follow them.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use different structures to make comparisons. I can reject suggestions and give reasons.*

## 4E Reading

### Shaken and stirred

#### LESSON SUMMARY

**Reading:** article about stunts

**Vocabulary:** compound nouns and phrases

**Speaking:** discussing stunts

**Topic:** culture

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 2. Exercises 4 and 5 can be set for homework.

#### LEAD-IN (2-3 MINS)

- The heading *Shaken and stirred* is a play on the famous quote from James Bond: *shaken, not stirred*. He preferred his martini cocktails shaken instead of stirred.
- Ask students if they have ever seen any James Bond films. Do they like them? Who is their favourite James Bond actor? Get some feedback from the class.

#### Exercise 1 page 38

- Students work in small groups to describe the pictures by using the words in the box. Remind them that when describing pictures, they should be using the present continuous tense.
- Monitor, helping out with ideas or vocabulary as necessary.

#### Exercise 2 page 38

- Elicit the meaning of *stunt* from the students. A stunt is a dangerous action in a film. Usually a special actor (a stuntman or stuntwoman) performs the stunts in a film instead of the main actor, though many films nowadays use special effects to portray stunts.
- Students work in groups of three or four. Tell students to compare the three stunts and to decide which one is the most dangerous. Remind them to use comparative and superlative structures when making their comparisons.
- Monitor the students, listening out for correct use of comparative and superlative structures as they make their decision. Get feedback from a few groups.

#### Exercise 3 page 38

- Refer students to the text and point out that each of the four paragraphs will match one of the headings 1-6. Ask students what the first thing that they should do with a text is and elicit that they should skim-read for the main idea. Allow students about 1 minute to skim through the text and then ask them to do the task. Students check their answers in pairs. Check answers as a class.

#### Transcript 2.09 page 38

A 3 B 1 C 6 D 4



### Culture note: Jackie Chan stunts

Critics agree that one of the most spectacular stunts carried out by Jackie Chan is during the film *Police Story*. After fighting his way through glass in a shopping mall, Chan jumps onto a pole and slides down 30 metres through exploding Christmas tree lights, goes through a wood and glass partition, and falls on to a hard marble floor! Unbelievably he only had bruises and burns on his hands despite the dangerous nature of the stunt. If students are interested, they can find many examples of Chan's amazing stunts on the Internet.

#### Exercise 4 page 39

- Go through the *Exam strategy* with the students. Point out that only one of the multiple-choice options is the correct answer. If students are not sure of the correct answer, encourage them to identify the options that they know are incorrect to reduce the possibilities.
- Allow students time to read the questions. Remind them that they will not need to read through the whole text but should look for keywords that will direct them to the relevant section.
- Students do the task and check their answers in pairs. Check answers as a class.

1 d 2 c 3 c 4 a 5 b

#### Exercise 5 page 39

- Students complete the compound nouns and phrases. They check answers in pairs. Check answers as a class.

1 film 2 motion 3 woman 4 industry 5 effects  
6 studio 7 location 8 scene

#### Extension – fast finishers

Students make their own sentences with the compound nouns from exercise 5.

#### Extension – stronger students

Students make five statements based on the text, some true and some false. Monitor to make sure there are no problems and to help out with vocabulary or ideas. When they have finished, students get into pairs and swap their sentences. They decide if their partner's sentences are true or false.

#### Extension – weaker students

Students write a short description of each of the three photos. Encourage them to use vocabulary from the text as well as the words in exercise 1.

#### Exercise 6 page 39

- If you have time, collect a few pictures of more stunts from the Internet – the more dangerous the better. Show them to the students. In pairs, students briefly describe the stunts. Help out as necessary.
- Refer students to the questions. In their pairs, they discuss what they think about actors doing their own stunts. Point out the ideas to help them and encourage them to come up with their own reasons to support their opinions.
- Monitor, helping out as necessary. Make a note of any general errors to be addressed at the end of the activity.
- When students have finished, get feedback from the students by having a brief class discussion on the topic.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand an article about stunts. I can discuss my opinion on stunts.*

## 4F Everyday English

### Buying tickets

#### LESSON SUMMARY

**Listening:** booking a ticket for a film

**Speaking:** asking for clarification

**Listening:** specific information

**Speaking:** booking a ticket for a film or concert

**Topic:** culture and services

#### SHORTCUT

To do the lesson in 30 minutes, omit exercises 2 and 3. Exercises 5 and 6 can be set for homework.

#### LEAD-IN 3-4 MINUTES

- In pairs, students make a list of the advantages and disadvantages of watching films on DVD or in a cinema.
- After 2–3 minutes, get some feedback from the different pairs and write their ideas on the board.

#### Exercise 1 page 40

- Ask the students what they think Nancy is doing in the photo. Elicit that she is booking tickets for the cinema.
- Refer students to the film guide at the bottom of the page and allow them some time to examine it. Check they understand the guide by asking some questions, e.g. *'What film can I see at seven o'clock?'* *'Shrek Forever After'* or *'Can I see Robin Hood at half past ten?'* *'No, you can't.'* Explain that they are going to read and listen to Nancy's conversation with the assistant while they circle the showing that she books on the film guide.
- Students listen and read. When they have identified which showing Nancy books, they check their answers in pairs.
- Check answers as a class.

#### Transcript 2.10 page 40

Nancy books the half past ten showing for *Eclipse*.

#### Exercise 2 page 40

- In pairs, students read the dialogue again, each taking on a different role. Encourage students to replace the words in blue with other information from the film guide.
- Monitor the activity, listening out for any general errors to be addressed at the end of the activity.

#### Exercise 3 page 40

- Read the *Speaking strategy* with students. Play the recording, pausing after each expression to allow students to repeat.
- Students find two expressions in the dialogue in exercise 1.

#### Speaking strategy

Explain that it is fine to ask somebody to repeat if you don't understand exactly what they said. Point out the polite phrases that we use to ask somebody to repeat.



## Transcript 2.11 page 40

Pardon?  
Sorry, did you say ...?  
Could you repeat that, please?

**Pardon?**  
Sorry, did you say one seventeen-year-old?

## Exercise 4 page 40

- Play the first two lines of the recording (to //) and ask the students what date Jeremy would like to go to the concert. Elicit that he would like to go on 3rd February.
- Refer students to the incomplete information and allow them some time to look through the different points.
- Play the recording from the beginning again. Students complete the information and check their answers in pairs. Play the recording once more for students to check their answers. Check answers as a class.

## Transcript 2.12 page 40

**Assistant** Good evening. Thank you for calling the Apollo Theatre box office. How can I help you?  
**Jeremy** Oh, hello. Can I book tickets to see Jason Mraz on the 3rd of February?  
//  
**Assistant** The 3rd of February... I'm afraid that concert is sold out.  
**Jeremy** Oh. What about the 4th? Is that sold out too?  
**Assistant** Let me see... No, we've got tickets at £50 and a few at £35.  
**Jeremy** Could you repeat that, please?  
**Assistant** We've got tickets at £50 and some at £35.  
**Jeremy** Where are the £35 seats? Are they a long way from the stage?  
**Assistant** They're not too far away. In the middle of row K.  
**Jeremy** OK. I'd like three tickets at £35, please.  
**Assistant** That's £105 plus a booking fee of £9. That's £114 in total. How would you like to pay?  
**Jeremy** By credit card, please.  
**Assistant** Can I have your card number, please?  
**Jeremy** 3675 3795 2649 3321.  
**Assistant** Sorry, did you say 3301?  
**Jeremy** No, 3321.  
**Assistant** OK, I'll just read that back to you. 3675 3795 2649 3321.  
**Jeremy** That's right.  
**Assistant** And what's the three-digit security code on the back, please?  
**Jeremy** 739.  
**Assistant** 739. Thank you. And what's the expiry date?  
**Jeremy** 05/16.  
**Assistant** Thank you. And your name and address?  
**Jeremy** Jeremy Brown, 43 St Mark's Crescent, Bristol BS61 5KW.  
**Assistant** Thank you. I'll put your tickets in the post today.  
**Jeremy** Thank you. Goodbye.  
**Assistant** Goodbye.

1 4th 2 35 3 three 4 114 5 3675 3795 2649 3321  
6 739 7 05/16

## Exercise 5 page 40

- Students reorganise the sentences into the correct order.
- Play the recording one more time for students to check their answers, pausing after each of the sentences.
- Check answers as a class.

## Transcript 2.12 page 40

- 1 Thank you for calling the Apollo Theatre box office.
- 2 Can I book tickets to see Jason Mraz on 3rd February?
- 3 I'm afraid that concert is sold out.
- 4 I'd like three tickets at £35, please.
- 5 How would you like to pay?
- 6 Can I have your card number, please?

- 7 What's the three-digit security code on the back?
- 8 I'll put your tickets in the post today.

## Exercise 6 page 40

- In pairs, students agree on a concert/film they would like to go to. Why would they like to go to this concert/film?
- Students prepare a dialogue in which they book tickets for their concert/film. Remind them to include some of the phrases from the *Speaking strategy*, as well as other phrases and expressions from this unit.
- Monitor the students as they prepare their dialogue, helping out with vocabulary or ideas as necessary, and making sure they are using a variety of expressions.

## Exercise 7 page 40

- Students practise their dialogue. If necessary, play the recording once more for them to have as a model and encourage them to copy the intonation of the speakers.
- Monitor, checking for correct pronunciation and intonation.
- When students have practised, they act out their dialogue for the class. Which pair had the best/funniest dialogue?

## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can buy tickets for a film or a concert. I can ask somebody to repeat what they said. I can listen for specific information.*

# 4G Writing

## A film review

**Grammar:** expressions of contrast

**Vocabulary:** describing films

**Writing:** a review of a film

**Speaking:** talking about films

**Topic:** films and cinema

### SHORTCUT

To do the lesson in 30 minutes, omit exercise 5. Exercise 8 can be set for homework.

### LEAD-IN 2-3 MINUTES

- Write the following headings from exercise 2 on the board: *Characters, Plot, Special effects, Music and songs*. In pairs, students discuss how important the different features are in order to make a film successful. Ask students to try and think of some more special features, e.g. *setting*.
- Ask individual pairs for feedback.

## Exercise 1 page 41

- Working in pairs, students describe a film they have recently seen. Encourage them to give reasons for their opinions about the film, e.g. why they liked it or not.
- If quite a lot of students have seen the same film recently, ask the class as a whole if they would recommend seeing it or not and why.

## Exercise 2 page 41

- Before students read the review, find out if any of them have seen the film *Paul* and ask them what they remember about the plot, characters, etc.



- Students read the review and match the headings with the four paragraphs. Check answers as a class.

1 Basic information 2 Plot summary 3 Characters  
4 Overall opinion

### Exercise 3 page 41

- Students read the review again and decide if the statements are true or false. Encourage students to identify or underline the section in the review where they found the answer to the statement.
- Check answers as a class.

1 T  
2 T  
3 F: There is a love story.  
4 F: Her opinion of the film is very positive. Overall, she says it's a really enjoyable comedy.

### Exercise 4 page 41

- Students complete the sentences with words or phrases from the text. Check the answers as a class.

1 stars 2 story 3 about 4 opinion 5 Overall

### Exercise 5 page 41

- Students write five sentences about the film they discussed in exercise 1, using the phrases from exercise 4. Encourage them to give as much detail as possible. Ask individual students around the class to read out their sentences.

#### Alternative activity

Students write a short description of a film they have seen but leave out some of the important information about it, e.g. the names of the actors, type of film, some facts about the plot, etc. Students then give their descriptions to a partner who tries to complete the missing information and guess the film.

### Exercise 6 page 41

- Students read the writing strategy and check the review to find examples of expressions of contrast in the text. Remind students that *although* can also go in the middle of a sentence to connect two pieces of information, as well as at the beginning, e.g. *It's a comedy although the ending isn't very funny.*

**Paragraph 3:** However, during their adventures... ; The film is really about the relationship between Graeme, Clive and Paul, although there is also a love story.

**Paragraph 4:** In my opinion, this is a fast-moving and gripping film, although it's also a comedy; However, the best thing about the film is...

### Exercise 7 page 41

- Students complete the sentences with *however* and *although*. Monitor students to check they are including a comma when necessary.
- Check answers as a class.

1 although 2 Although 3 However, 4 Although  
5 However, 6 However, 7 although 8 although

#### Extension – fast finishers

Students try to think of the names of films to fit with sentences 1 and 2 as well as 4–8.

### Exercise 8 page 41

- Students write a review of a film they have seen recently. Encourage them to make notes first using the headings and ideas in exercise 8. Remind them to try and use expressions of contrast.
- Once students have finished, they can pass round their reviews for other students to read and discuss if they agree with the overall opinion about the film.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can write a review of a film. I can use expressions of contrast.*



# Language Review / Skills Round-up

## Language Review 3–4

### Exercise 1 page 42

1 pavement 2 barn 3 billboard 4 cottage 5 pedestrian crossing 6 stream

### Exercise 2 page 42

1 Go straight on. 2 Walk to the end of the lane.  
3 Turn right into the lane. 4 Go along this road.  
5 Take the first right. 6 Go through the gate on your left.

### Exercise 3 page 42

1 a lot of 2 a few 3 much 4 any 5 some 6 many

### Exercise 4 page 42

1 – 2 the 3 an 4 The 5 a 6 the

### Exercise 5 page 42

1 shows 2 In 3 On 4 imagine 5 of 6 looks

### Exercise 6 page 42

1 Musicals 2 Comedies 3 Historical dramas 4 Romantic comedies  
5 Action films 6 Science fiction films

### Exercise 7 page 42

1 spectacular 2 entertaining 3 serious 4 predictable  
5 moving 6 violent

### Exercise 8 page 42

1 the funniest 2 better 3 the most moving  
4 more beautiful 5 worse 6 the best-looking  
7 the biggest 8 scarier

### Exercise 9 page 42

1 She isn't old enough to go into a bar.  
2 It's as funny as his other films.  
3 I haven't got enough money to buy that DVD.  
4 Towns aren't as quiet as villages.  
5 You're too short to reach that shelf.

### Exercise 10 page 42

1 help 2 book 3 showing 4 afraid 5 Sorry

## Skills Round-up 1–4

### Exercise 2 page 43

1 Royal Armouries museum 2 Elland Road Stadium  
3 O2 Academy

### Exercise 3 page 43

1 T 2 T 3 F 4 T 5 F 6 F 7 T

### Exercise 4 page 43

#### Transcript 2.13 page 43

**Anna** Hi Jack. Come in.

**Jack** Oh, hi Anna. Hey, do you know about the Leeds Film Festival?

**Anna** No, I don't. When is it?

**Jack** It's on now – it starts this weekend. Do you fancy going to see something? Dani's really keen to go. She's really into films.

**Anna** OK. Good idea. How do we get into Leeds?

**Jack** I've got a car. I can give you and Dani both a lift.

**Anna** Excellent!

**Jack** Do you want to choose the film? I've got the programme here. I'll leave it with you.

**Anna** Oh, OK. I'll have a look this afternoon.

**Jack** Great. See you later.

**Anna** Bye. //

**Anna** So the film starts at eight. It's at the Palace Cinema in West Hill Avenue.

**Jack** Oh yes, I know that cinema.

**Dani** And what kind of film is it?

**Anna** It's an action film. I think it's called *Tiger City* – or something like that.

**Dani** What's it about?

**Anna** I'm not sure. I didn't read the reviews very carefully. But they all gave it five stars and said it's a really good film.

**Jack** Great! I'm looking forward to it.

**Anna** Is the cinema far from here?

**Jack** No. We'll be there in about twenty minutes. Shall we listen to some music?

**Dani** Good idea. Have you got any CDs in the car?

**Jack** Yes, there are some in the back. Anna, can you see them? They're on the seat.

**Anna** Yes, I've got them.

**Jack** Why don't you choose one?

**Anna** OK. How about *Ten Rock Classics*?

**Jack** Perfect. I'll put it on. //

**Jack** There are loads of kids here.

**Anna** Yes, I noticed that. It's a bit strange, isn't it?

**Dani** Shh. I think it's starting!

**Promo** You enjoyed Timmy Tiger on vacation at the North Pole. Now, he's back – this time in his craziest and funniest adventure ever. He's in the city!

**Jack** Er... this isn't an action film. It's an animated film.

**Anna** Oh no! I'm really sorry. I really thought it said 'action film'.

**Jack** We could stay. I mean, it might be OK.

**Dani** No way! I'm not going to sit here all evening watching a children's film.

**Anna** I'm so sorry.

**Jack** Well. Don't feel too bad about it, Anna. We all make mistakes...

**Anna** Thanks.

**Dani** Come on. We're leaving.

**Jack** Oh, OK.

**Anna feels embarrassed.**

### Exercise 5 page 43

#### Transcript 2.13 page 43

1 Jack 2 Jack 3 Anna 4 Anna 5 Jack 6 Dani 7 Anna



# 5 Shopping

## Map of resources

### 5A Vocabulary and listening

Student's Book p44, Workbook p40

Photocopiable Activity: 5A Is that all for today?

### 5B Grammar

Student's Book p45, Workbook p41

Photocopiable Activity: 5B Present perfect

### 5C Culture

Student's Book p46, Workbook p42

Photocopiable Activity: 5C Food, glorious food!

### 5D Grammar

Student's Book p47, Workbook p43

Photocopiable Activity: 5D Present perfect or past simple

### 5E Reading

Student's Book p48, Workbook p44

Photocopiable Activity: 5E Going once, going twice

### 5F Everyday English

Student's Book p50, Workbook p45

Photocopiable Activity: 5F Can I try it on?

### 5G Writing

Student's Book p51, Workbook p46

Photocopiable Activity: 5G A letter of complaint

### 5 Review and Tests

Self-check 5: Workbook p47

Photocopiable Activity: 5 Review (Board game)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 5 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 3

Student's Book pp52–53, Workbook pp48–49

Exam 3 (Test Bank CD)

### iTools Unit 5

#### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive Exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 5A Vocabulary and listening

### At the shops

#### LESSON SUMMARY

**Vocabulary:** shops

**Listening:** dialogues in shops

**Speaking:** memory game

**Topic:** shopping and services

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1, 3 and 7. The Vocabulary Builder activities can be set for homework.

#### LEARNING OBJECTIVES

- In pairs, students tell each other about the last time they went shopping: where they went and what they bought.
- After 1–2 minutes, stop the students and get feedback by asking a student to tell the class about their partner.

#### Exercise 1 page 44

- Students look at the three shops and decide individually which shop they would like to spend their money in.
- In pairs, students discuss which shop they have chosen to spend their money in and explain why they rejected the other two options.
- Monitor, helping with any vocabulary as necessary.

#### Exercise 2 page 44

- Students work in pairs to match each of the items 1–12 with a shop from the list.

1 greengrocer's 2 baker's 3 entertainment store  
4 estate agent's 5 newsagent's 6 chemist's 7 DIY store  
8 stationer's 9 jeweller's 10 butcher's 11 garden centre  
12 electrical store

#### Exercise 3 page 44

- Play the recording for students to check their answers.
- After each shop, pause to allow students time to repeat. Make sure they stress the right part of the word.

#### Transcript 2.14 page 44

#### Exercise 4 page 44

- Students work in pairs to think of at least one thing they can buy in each shop.
- When students have finished, check answers by asking each pair to tell you one item for a shop. Write their different answers on the board.



### Extension – stronger students

Students work in pairs. Each pair starts with five points. Tell them to look at the different shops in exercise 2 again and to think of one item that they can buy in each shop. After 3 minutes, ask each pair to tell you the item they chose for each shop. If no other pair thought of that item, they get one point. If two or more pairs thought of the same item, they get zero points. If a pair could not think of an item, they lose one point. The pair with the most points wins.

### Extension – weaker students

Students work in pairs to test each other on the items you can buy in the shops in exercise 2, e.g. Student A: *bread* Student B: *baker's*. Students should cover the items in the exercise and try to test each other from memory.

#### Possible answers

**Bookshop:** books, stationery, magazines

**Card shop:** birthday cards, wrapping paper

**Clothes shop:** different types of clothes

**Computer shop:** computers, computer games, accessories

**Mobile phone store:** phones, phone accessories

**Sports shop:** sports clothes, sports equipment

**Toy shop:** different types of toys

For further practice of shopping-related vocabulary:

### Vocabulary Builder 5 (Part 1)

- 1 1 jeweller's 2 electrical store 3 stationer's  
4 DIY store 5 baker's 6 chemist's 7 estate agent's  
8 garden centre

- 2 Gina needs to visit four shops. She needs to go to the butcher's for the chicken, sausages and burgers. She needs to go to the newsagent's for the car magazine and *The Independent* newspaper. She needs to go to the greengrocer's for the carrots. Finally, she needs to go to the entertainment store for the Hilary Duff CD and the Wii game.

### Exercise 5

- Explain the task and read the three questions as a class.
- Play the recording, pausing after each dialogue to allow students time to answer. Students check answers in pairs.
- Play the recording a second time for students to check their answers. Check answers as a class.

### Transcript

#### Dialogue 1

**Assistant** How can I help you?

**Customer** Have you got *Guitar Hero 7* for Playstation?

**Assistant** Yes, we have. Computer games are over there, on the left. Just below the sign.

**Customer** Which sign?

**Assistant** The sign that says *Guitar Hero*.

**Customer** Oh, OK. Thanks.

**Assistant** No problem.

**Customer** Great! Got it. Actually, it's for my brother. What happens if he's already got it? Can I get a refund?

**Assistant** We don't give refunds, I'm afraid. Why don't you ask him first?

**Customer** I can't. It's a surprise. Hmm. I'm pretty sure it's right. I'll buy it.

#### Dialogue 2

**Assistant** Can I help you?

**Customer** Yes. I want to buy a watch.

**Assistant** OK. Is it for yourself or a gift?

**Customer** It's a gift. For my girlfriend.

**Assistant** I see. How much are you hoping to spend?

**Customer** About £50, I suppose, or £60 at the most.

**Assistant** We don't have many watches for under £60, but there are a few. They're over here. Walk this way. ... Can you see anything you like?

**Customer** Er... ummmm. That one's OK.

**Assistant** Would you like to have a closer look at the watch?

**Customer** Oh... yes, please. Thanks. Hmm. I'm not sure. It's not quite right...

**Assistant** Well, I'm afraid we don't have anything else at that price.

**Customer** OK, I'll try somewhere else. Thank you.

#### Dialogue 3

**Customer** Good afternoon. I'm looking for a magazine about snowboarding.

**Assistant** Well, we have three or four. They're on the shelf, in the sports section.

**Customer** Could you help me look for them? My eyes aren't very good!

**Assistant** Yes, of course. Follow me.

**Assistant** So... let me see. Yes, here they are. This one is called *Pro-Boarder*. It's the best, in my opinion.

**Customer** Hmm. Yes. That looks interesting. What's the price?

**Assistant** £3.50.

**Customer** That's a lot! Oh well.

**Assistant** Would you like to buy it?

**Customer** Yes, please.

**Assistant** Is that all for today?

**Customer** Yes, it is.

**Assistant** So, is the magazine for your grandson – or granddaughter?

**Customer** No, it's for me. Next month, I'm going snowboarding for the first time in my life!

#### Dialogue 1

1 The customer is in an entertainment store. 2 The customer wants to buy a computer game. 3 Yes.

#### Dialogue 2

1 The customer is in a jeweller's. 2 The customer wants to buy a watch. 3 No.

#### Dialogue 3

1 The customer is in a newsagent's. 2 The customer wants to buy a magazine about snowboarding. 3 Yes.

### Exercise 6

- Students listen to the recording again. As they listen, they choose which sentence they hear in the recording.
- Students check answers in pairs. Check answers as a class.

### Transcript

1 a 2 a 3 b 4 b 5 a 6 b

### Extension – stronger students

Students write their own dialogues in pairs, choosing a shop and an item. Encourage them to use phrases from exercise 6. Ask some pairs to act out their dialogues to the class.

### Extension – weaker students

Play the recording again, pausing after each phrase. Students repeat the phrases. Encourage them to copy the intonation of the speaker. When you have finished the recording, select a few phrases at random and ask some students to say them.

### Exercise 7

- Explain to the students how the memory game works and refer them to the examples on page 44. One student begins by saying one shop and one item that they got there. The next student has to repeat what the previous students said and add their own shop and item to the list.
- Listen out for correct pronunciation of the shop names as the students play the game.



### Alternative activity

Students work in pairs. Allocate one of the shops in exercise 2 to each pair, e.g. pair A is a baker's, etc. Prepare a list of about 15 items that can be bought in the shops you have allocated to the students. Read the items one at a time, e.g. *I need a cake*. The pair who owns the baker's has to stand up and say *We sell cakes*. That pair gets one point. Continue in this way with the rest of the list. If a pair does not stand up quickly enough, or if a pair stands up at the wrong time, they don't get any points. The pair with the most points wins.

For further practice on collocations related to shops and money:

### Vocabulary Builder 5 (Part 2) page 128

- 4 1 pay for 2 spent, borrow, lend 3 owe 4 saves  
5 sell 6 cost, charge
- 5 1 two pounds fifty / two fifty  
2 fifty p  
3 nineteen pounds ninety-five / nineteen ninety-five  
4 forty-five pounds  
5 ten pounds ninety-nine / ten ninety-nine  
6 ninety-five p
- 6 1 paid for 2 cost 3 charged 4 owe 5 save  
6 spend 7 save

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can identify different types of shops and what they sell. I can understand a conversation in a shop.*

## 5B Grammar

### Present perfect

#### LESSON SUMMARY

**Grammar:** present perfect

**Reading:** an email; exchanging information

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 7. Exercise 6 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 2-3 MINUTES

- In pairs, students imagine they have €50 to buy two presents: one for an elderly relative and one for a friend their own age.
- After 1-2 minutes, stop the students and get feedback from one or two pairs.

### Exercise 1 page 45

- Students read the email quickly to find out whom Alice bought the present for. Students check their answers in pairs. Check answers as a class.

c Kayla

### Exercise 2 page 45

- Students find examples of the different forms of the present perfect and complete the table. Check answers as a class.
- Point out to the students that the present perfect always has two parts: *have/has* and the *past participle*.

1 been 2 has 3 bought 4 Has, asked

### Exercise 3 page 45

- Go through the *Learn this!* box with the students. Ask them to find more examples of the present perfect in the email and to identify which of the uses they demonstrate, 1 or 2.

### Learn this!

Point out that in general, we use the present perfect as a way to link the past with the present. We don't use a specific time with the present perfect.

We use it to talk about recent events or to give news. In this way we are not focusing on exactly when something happened, but on the action that happened.

We use the present perfect with *for* and *since* to say how long a situation has existed (linking the past with the present).

Point out to students that we use *for* with the length of time and that we use *since* with a specific time.

We've been to every shoe shop in the city. (1)

I've been here in this café for an hour. (2)

Mum has gone to the clothes shop opposite. (1)

She hasn't stopped shopping since we got here. (2)

I've had enough. (1)

I've bought a present for you. (1)

### Exercise 4 page 6

- Tell students to read the dialogue and ask them if Alice is hungry. Elicit that she isn't, as she's had lunch.
- Students complete the dialogue with the correct form of the verbs. They can refer to the verb forms in the Grammar Reference on page 113.
- Students check their answers in pairs. Play the recording to check answers as a class.

### Transcript 2.16 page 45

1 Have you left 2 've finished 3 Have you bought 4 've found  
5 haven't spent 6 've sent 7 haven't eaten 8 've had

### Extension – fast finishers

Write up five common verbs on the board, e.g. *speak, drink, know, see, learn*. Students have to make five logical sentences that use the present perfect form of the verbs.

### Extension – stronger students

Students work in pairs. Ask the students a question, e.g. *Where's my phone?* Students have to write a sentence to answer your question using the present perfect. For example, *You've left your phone at home*. Continue with the following questions: *Why is it so cold in here? What's that lovely smell? Why are you so happy? Where are all the students? Why can you speak English so well?* When finished, ask each pair to give you an answer to a question.

### Extension – weaker students

If students have encountered the present perfect before, prepare a short quiz on past participles for them. Call out the following 15 verbs and students write down the past participle form of each one: *begin, break, bring, catch, drink, fall, fly, get, hear, know, leave, make, read, see, take*. Students work in pairs and compare their lists. Go through the correct answers as a class.



For further practice of the present perfect:

### Grammar Builder 5B (exs. 1–2) page 112

- 1 1 've tried on 2 Have you bought 3 haven't  
4 've spent 5 's taken 6 Has Dad phoned  
7 haven't spoken 8 've sent 9 've tidied

### Exercise 5 page 45

- Go through the *Look out!* box with the students. Tell students to find an example of *been to*, *gone to* and *been as the past participle of be* in the email in exercise 1.

#### Look out!

Point out that the verb *go* has two past participles which are *been* and *gone*. We use *gone to* say that somebody went somewhere and has not returned yet. We use *been to* say that somebody went somewhere and has returned. Emphasise that *been* is also the past participle of *be*.

- a We've been to every shoe shop in the city.  
b Mum has gone to the clothes shop opposite.  
c I've been here in this café for an hour.

### Exercise 6 page 45

- Read the *Learn this!* box with the students. Students complete the sentences with *for* or *since*. Students check answers in pairs. Check answers as a class.
- If time permits, tell students to write similar sentences that are true for them, using the same sentence beginnings.

#### Learn this!

The present perfect can say how long a situation has existed.

- We use *How long* to ask about the length of time.
- We use *for* when we talk about the length of time.
- We use *since* to talk about the specific time when something started. Point out that the specific time can be a time or a specific action in the past, e.g. *since my class finished*.

- 1 for 2 since 3 for 4 since 5 since 6 for

For further practice of *been* or *gone*, *for* or *since*, and *how long*:

### Grammar Builder 5B (exs 3–5) page 112

- 3 1 gone 2 been 3 been 4 gone 5 been  
4 1 since 2 for 3 since 4 for 5 since 6 since  
5 2 How long have you worked in a hospital? Since 2001.  
3 How long have you been ill? Since yesterday.  
4 How long have you lived with your grandparents? Since 2008.  
5 How long have you had an iPhone? For three months.  
6 How long have you played football? For five years.  
7 How long have you known Richard? Since last Easter.

### Exercise 7 page 45

- Check students can form the *How long ...* questions correctly. In pairs, students ask and answer questions using the phrases in the present perfect. Encourage them to give two answers for each question: each using *for* and *since*.
- Monitor, checking for the correct use of present perfect questions and answers, and the use of *for* and *since*.

### Alternative activity

Write *I've known my friend for three years* on the board. Inform the students you are going to say different lengths of time or different dates. They have to tell you the sentence using the time or date with *for* or *since*. For example, say *2009* and point to the first student. The student should reply, *I've known my friend since 2009*. Continue in this way around the classroom. You can use the following as examples or add some of your own if you like: *July, three months, ten years, last week, five minutes, last Christmas, my whole life, August, Monday, almost a year*.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use the present perfect. I can talk about duration using for and since. I can talk about recent events.*

## 5C Culture

### Street life

#### LESSON SUMMARY

**Reading:** Covent Garden

**Listening:** advertisements

**Vocabulary:** music on the street

**Topic:** shopping and services

#### OBJECTIVES

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 7. Exercises 3 and 4 can be set for homework.

#### LEARNING NOTES

- In pairs, students choose any three cities in the world where they would like to go shopping. After 1 minute, get some feedback from each pair. What cities were most popular?
- Alternatively, ask students to discuss some of the advantages or disadvantages of shopping in big malls compared to shopping in street markets.

### Exercise 1 page 46

- Ask students to guess what kind of place Covent Garden might be from the pictures. Elicit that it is a popular place to go shopping or to go for entertainment in London.

#### Culture note: Covent Garden

As well as being a centre for entertainment, food and shopping, Covent Garden has also been associated with the theatre, its oldest establishment being The Theatre Royal in Drury Lane. The Covent Garden Theatre is home to The Royal Opera House, and there are other theatres in the area around Aldwych and The Strand. In the past, many small businesses were also set up in the area from coach makers to publishers and printers.

### Exercise 2 page 46

- Students read the three texts quickly and match each one with a photo. Remind them to read for the main idea and not to worry about unfamiliar vocabulary at this stage.
- Students check answers in pairs. Check answers as a class.

### Transcript 2.17 page 46

A 2 B 1 C 3



### Exercise 3 page 46

- Read the questions with the class. Remind them that they should now know where to find the answers in the text.
- Students check answers in pairs. Check answers as a class.

- 1 It was one of the first markets to start selling pineapples.
- 2 The water wasn't safe to drink.
- 3 The pub was called 'the Bucket of Blood' because illegal boxing matches took place there.
- 4 It opened in 1798.
- 5 There is only one place: Covent Garden.
- 6 You can hire the outfit for the night.

### Exercise 4 page 46

- Students find the words and match them with their definitions. They should try to use the context of the sentences to guess the meaning of the words.
- Students check answers in pairs. Check answers as a class.

- 1 busk, busker
- 2 audience
- 3 audition
- 4 venue
- 5 artist

#### Extension – fast finishers

Students write sentences of their own using the vocabulary in exercise 4.

### Exercise 5 page 46

- Draw students' attention to the three options a–c and explain the task. Play the recording. Students choose what the main purpose for the announcements is.
- Students check answers in pairs. Check answers as a class.

### Transcript 2.18 page 46

#### Announcement 1

The prize for today's competition is a meal at Rules restaurant in Covent Garden – the oldest restaurant in London. It's been open since 1798. Those waiters must be exhausted! But seriously, if you haven't been there already, it really is worth a visit. To enter our competition, all you need to do is complete this sentence in your own words: 'Covent Garden is a great place to go for dinner because...' Send us your entries by text or email before the end of today and we'll announce the winner as usual, on tomorrow's breakfast show.

#### Announcement 2

Are you a talented street performer: a musician, an acrobat or a fire-eater? Would you like to perform in front of thousands of people in London's Covent Garden? Well, why not come to our next auditions? They are being held next Monday morning, the 26th July, at the North Hall. Arrive before 10.30 in the morning and be prepared to give a three-minute performance in front of six judges. There's no need to contact us before the date – just turn up!

#### Announcement 3

Looking for something special to wear for that big party? Come to Lucy in Disguise, Lily Allen's fantastic Covent Garden clothes store. The sale starts this week, with 50% off some items. There's also a special offer on clothes hire – two items for the price of one! The shop is open from 11 a.m. till 7 p.m. Monday to Saturday and from 12 midday until 6 p.m. on Sunday.

#### Announcement 4

If you're thinking of visiting London, then think about staying at the Tavistock Hotel. It's just a few minutes' walk from Covent Garden. Double rooms cost less than £200 a night, including breakfast – singles £150 – and the hotel's facilities include a gym and a small swimming pool. But the best thing about the Tavistock Hotel is the staff, who will greet you with a smile and do everything they can to look after you. The Tavistock Hotel – your home in the heart of London.

#### Announcement 5

Discover the magic of musical theatre: come and see Disney's award-winning show, *The Lion King*, at the Lyceum Theatre, Covent Garden. It has been one of the most popular and successful shows in London for more than ten years. There are performances at 7.30 in the evening from Tuesday to Saturday and at 2.30 in the afternoon on Wednesday. *The Lion King* – a magical show for the whole family!

### Exercise 6 page 46

- Play the recording, pausing after each announcement to allow students time to answer true or false. Students check their answers in pairs.
- If necessary, play the recording again for students to check their answers. Check answers as a class.

### Transcript 2.18 page 46

- 1 F: You can send your entries by text or email.
- 2 F: There is no need to contact the organisers before the date.
- 3 T 4 T
- 5 F: There are no performances on Sunday or Monday.

#### Extension – weaker students

Write the following sentences on the board and explain that they are based on the recordings and are either true or false:

- 1 To enter the competition, you need to complete a sentence.
- 2 The next auditions for performers are on 16th July.
- 3 The shop opens at 11 o'clock every morning.
- 4 The best thing about the Tavistock Hotel is the facilities.
- 5 There are two performances of *The Lion King* on Wednesdays.

Play the recording again. Students choose true or false. If they are false, they correct the sentence to make it true. Check answers as a class.

- 1 T
- 2 F: The next auditions for performers are on 26th July.
- 3 F: The shop opens from 12 midday on Sundays.
- 4 F: The best thing about the Tavistock Hotel is the staff.
- 5 T

### Exercise 7 page 46

- Students imagine they are spending a day in Covent Garden. In pairs, they decide what activities they would like to do there and why.
- Students discuss a similar place to Covent Garden in their own town, and discuss the activities they can do there.
- Monitor, helping with vocabulary and ideas as necessary. Note any general errors to address after the activity.

#### Extension – stronger students

Students write a short profile of an open-air market or a street market in the area where they live. Alternatively, they could write a short announcement encouraging people to visit, and saying what you can see, do, buy, etc.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can talk about a famous shopping and entertainment district. I can find out what a word means from the context of a sentence.*



# 5D Grammar

## Present perfect and past simple

### LESSON SUMMARY

**Grammar:** present perfect and past simple

**Listening:** talking about experiences

**Speaking:** talking about experiences

### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercise 7. Exercises 4, 6 and the Grammar Builder activities can be set for homework.

### LEAD-IN 3-4 MINUTES

- Write *What have you done today?* on the board. Choose one or two stronger students and elicit answers in the present perfect. Now write *What did you do yesterday?* on the board. Elicit answers in the past simple.

### Exercise 1 page 47

- Ask students to look at the photo and see if they recognize the shop.
- Students listen and read. They decide if the two sentences are true or false.
- Students check answers in pairs. Check answers as a class.

### Transcript 2.19 page 47

1 F: Joe hasn't visited London. 2 T.

### Culture note: Harrods

Harrods is one of the most famous department stores in London. It started as a small shop in 1849 and was set up by Charles Henry Harrod who had experience in grocery trading. It became famous for its tea exports, and its food halls are one of the most popular sections of the store even today.

### Exercise 2 page 47

- Students read the dialogue again and then work in pairs to identify the verb tenses that are in blue.
- Check answers as a class.

**Present perfect:** Have you ever; Yes, I have; Have you been; No, I haven't; I've never visited; I've shopped

**Past simple:** I went; We went; What did you buy; I bought; It was; she loved

### Exercise 3 page 47

- Read the *Learn this!* box with the students. Ask them why some of the verbs in the dialogue are in the present perfect or in the past simple.

### Learn this!

Explain that with the present perfect, we do not include a specific time. We want to focus on the experience instead. When we use the past simple, we are talking about a very specific time or event. We normally include a specific time when we use the past simple.

The verbs in the past simple are all talking about a specific occasion.

The verbs in the present perfect are all talking about experiences at any time in the past.

### Exercise 4 page 47

- Students complete the sentences. Students check their answers in pairs. Check answers as a class.

1 I bought 2 I've lost 3 she's written 4 gave 5 haven't tried 6 She's seen

### Extension – weaker students

Write the following verbs on the board: *speaking, drinking, knowing, seeing, learning*. In pairs, students make two sentences for each verb. One sentence should be in the past simple and one should be in the present perfect.

### Exercise 5 page 47

- Read the *Look out!* box with the class. Students complete the dialogue using the correct form of the verbs in brackets.
- Students check answers in pairs. Check answers as a class.

### Look out!

When we ask for more information or give more details about an experience in the past, we change to the past simple as we are now talking about a specific situation.

- 2 A Have you ever found; B found  
3 A Have you ever seen; B saw  
4 A Have you ever drunk; B drank  
5 A Have you ever forgotten; B forgot  
6 A Have you ever taken part; B took part

For further practice of the present perfect and past simple:

### Grammar Builder 5D page 112

- 6 1a 's been b went 2a didn't wear b haven't worn  
3a didn't hear b haven't heard 4a 've bought  
b bought
- 7 1 did you get 2 gave 3 've had 4 've never seen  
5 haven't worn 6 wore 7 haven't seen 8 met  
9 went 10 Have you seen 11 haven't been
- 8 1 Have you ever eaten shark?  
2 Have you ever visited a beautiful place?  
3 Have you ever written a song or a poem?  
4 Have you ever worn traditional clothes?  
5 Have you ever played a game online?

### Exercise 6 page 47

- Students complete the questions in the present perfect.
  - Students check answers in pairs. Check answers as a class.
- 2 Have you ever paid to download a song?  
3 Have you ever bought a present and then kept it for yourself?  
4 Have you ever met a British person?  
5 Have you ever forgotten to do your homework?  
6 Have you ever written a letter of complaint?  
7 Have you ever left a shop without paying for something?

### Alternative activity

Play 'I have never...' with the class. All students stand up. Say any sentence using *I have never*, e.g. *I have never been to London*. If that sentence is true for any student they have to sit down. This means that any student who is still standing has been to London. Ask one of the remaining standing students a follow-up question in the past simple, e.g. *Did you like London?* 'Yes, I did.'

Create about five more sentences to say to the students. Try to choose experiences that you think they will have had.



### Exercise 7 page 47

- In pairs, students ask and answer the questions in exercise 6. Remind them to give more information in their answers and to use the past simple when doing so.
- Monitor, checking for the correct use of the tenses.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can tell the difference between the present perfect and the past simple. I can talk about past experiences and when they happened.*

## 5E Reading

### Bids to become famous

#### LESSON SUMMARY

**Reading:** article about eBay

**Vocabulary:** words associated with buying and selling

**Speaking:** expressing opinions

**Topic:** shopping and services, science and technology

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 6. Exercises 3 and 4 can be set for homework.

#### LEAD-IN 4-5 MINUTES

- Write *Online shopping* on the board. Underneath it write some different items, e.g. *music, clothes, vegetables, computer games*. In pairs, students discuss whether they **would buy** the different items on the Internet or not. After about 2 minutes, get feedback from a few pairs.

### Exercise 1 page 48

- Discuss the questions as a class. eBay is an **online auction site** where members of the public can sell **items they no longer need**.

#### Culture note: eBay

The eBay auction site was set up in 1995 by Pierre Omidyar, a computer programmer. He invented a code for an auction website and started running the business from his home computer. It is now considered to be the world's largest online market place.

### Exercise 2 2.20 page 48

- Go through the sentences with the students and explain the task. Remind students that they should read the text quickly to get the main idea.
- Students decide if the sentences are true or false. Students check their answers in pairs. Check answers as a class.

A F B F C F

### Exercise 3 page 48

- Refer students to the *Exam strategy* and read it with them. Explain that they can usually guess the meaning of a word by looking at the words around it. Draw students' attention to the seven highlighted words in the text and ask them to identify their part of speech. Check answers as a class.

A sale: singular noun

A bids: plural noun

B purchase: verb

B advertising: singular noun

C bargain: singular noun

C goods: plural noun

C banknotes: plural noun

### Exercise 4 page 48

- Students look at the context of the sentences in which the words occur to match them to their definitions.
- Students check answers in pairs. Check answers as a class.

1 Bids 2 Advertising 3 sale 4 Banknotes 5 purchase  
6 Goods 7 bargain

#### Extension – weaker students

Students make seven sentences using the words from exercise 3 to illustrate their meaning.

### Exercise 5 page 48

- Students read the text again, then choose the correct answers from the multiple-choice questions. Remind them that they should look for keywords that will help them to identify the relevant part of the text.
- Students check answers in pairs. Check answers as a class.

1 c 2 d 3 b 4 a 5 d 6 d

#### Extension – fast finishers

Tell students to imagine they were the boy in text C. Tell them that they have to spend all of the money within one week. In pairs, students decide how they would spend it.

#### Extension – stronger students

In pairs, students create five sentences, some true, some false, based on the texts about eBay. When they have finished, mix the pairs so that each student has a new partner. They decide if each other's sentences are true or false.

### Exercise 6 page 49

- Remind students of useful phrases they can use to ask for and give opinions, or agree and disagree, e.g.

*What do you think about...?*

*I agree/disagree because...*

*I (don't) think it's a problem because...*

*It depends on...*

- In pairs, students discuss whether they agree or disagree with the opinions. Encourage them to expand on their answers by giving reasons or examples in their answers.
- Monitor, helping with vocabulary or ideas as necessary.
- After about 4-5 minutes, stop the students and make it a whole class discussion. Elicit ideas from different pairs.

#### Extension – stronger students

Ask students to choose one of the statements and write a short paragraph giving their opinions and justifying their reasons.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand an article about online auctions. I can discuss my opinions on online shopping.*



# 5F Everyday English

## Making a complaint

### LESSON SUMMARY

**Listening:** customer complaints

**Speaking:** making a complaint and negotiating a solution

**Topic:** shopping and services

### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercises 3 and 5. Exercise 7 can be set for homework.

### LEAD-IN 4-5 MINUTES

- Write *complain* and *make a complaint* on the board, and check students understand the meaning. In pairs, ask them to think of different situations when you might complain about something, e.g. a problem in a restaurant with the bill or food. Get some feedback from the class. Ask students if it is common to complain about things in their culture.

### Exercise 1 page 50

- In pairs, students discuss the questions 1-3. Get some feedback from a few pairs.

### Exercise 2 page 50

- Students read and listen to the dialogue and answer the questions. Check answers as a class.

### Transcript 2.21 page 50

- Kylie is complaining because the zip has come off her top.
- Yes, it is.

### Exercise 3 page 50

- Explain that intonation is important as it adds a lot of meaning to what we are saying. When complaining, people use intonation to express how they feel.
- Play the recording, pausing after each sentence for students to repeat. At the end of the recording, say some of the sentences and choose a few students to copy you.

### Transcript 2.22 page 50

**Kylie** There's a problem with this top. I've only worn it once! I've got the receipt. Can I have my money back?

### Exercise 4 page 50

- In pairs, students match an item from the list with each set of problems. Check answers as a class.

1 a jacket 2 a DVD 3 a television

### Extension – fast finishers

Put these items on the board: *MP3 player, book, shoes*. In pairs, students think of possible problems for these items.

### Exercise 5 page 50

- In pairs, students practise the dialogue from exercise 2, replacing the words and phrases in blue with words and phrases from the table in exercise 4.
- Monitor, listening for correct intonation. Choose a stronger pair or two to act out the dialogue for the class.

### Exercise 6 page 50

- Draw students' attention to the chart and explain the task.

- Play the recording. Students complete the chart. Students check their answers in pairs. Check answers as a class.

### Transcript 2.23 page 50

#### Dialogue 1

**Customer 1** Hello.

**Assistant** Hi. How can I help?

**Customer 1** It's about this paint. I bought it here last weekend. I want to exchange it.

**Assistant** Oh yes. And what's the problem with it?

**Customer 1** It's the wrong colour. I wanted blue paint. And this is a blue tin!

**Assistant** But it isn't blue paint...inside.

**Customer 1** No, it isn't. I'll show you what's inside. I'll open it...I'll just...hang on...this'll do it...have you got a screwdriver?

**Assistant** Hundreds. Aisle 5. Look, you don't need to open it. It's white paint inside.

**Customer 1** Yes. How did you know that?

**Assistant** It says 'white' on the front.

**Customer 1** Oh yes. Silly mistake. Well, can I change it?

**Assistant** Yes, of course, if you've got the receipt with you.

**Customer 1** Ah, I haven't got the receipt.

**Assistant** I'm sorry. We can only exchange goods with a receipt.

**Customer 1** That's disgraceful. Can I speak to the manager, please?

**Assistant** I am the manager.

#### Dialogue 2

**Assistant** How can I help you?

**Customer 2** Oh, hello. Yes. I bought this watch here about two months ago. It's stopped working.

**Assistant** I see. And did it work when you bought it?

**Customer 2** Yes, it worked perfectly when I bought it. But it doesn't now, so...I want my money back.

**Assistant** I'm sorry. We don't give refunds.

**Customer 2** Well, what normally happens?

**Assistant** We send the watch back to the manufacturer. They repair it and send it back to us.

**Customer 2** Is that the best you can do? How long will that take?

**Assistant** It could take a few weeks. These watches are made in Taiwan.

**Customer 2** That's not good enough.

**Assistant** It's our policy, I'm afraid.

**Customer 2** Well I don't think much of your policy. I won't buy a watch from here again!

Dialogue 1: DIY store; paint Dialogue 2: jeweller's; watch

### Exercise 7 page 50

- Students complete the sentences using the words given.
- Students check their answers in pairs.
- Play the recordings again to check answers as a class.

### Transcript 2.23 page 50

1 exchange 2 receipt 3 speak 4 back 5 refunds  
6 enough

### Exercise 8 page 50

- Read the *Speaking strategy* with the class and refer them to the task. Students follow the instructions to prepare a dialogue in which they will role-play a complaint.
- Refer them to the different points and ask them to think of a situation where they can make a complaint.

### Exercise 9 page 50

- Students practise their dialogue. If necessary, play one of the dialogues from exercise 6 once more for them.
- Monitor, listening for correct pronunciation and intonation. Students act out their dialogue for the class.



### Alternative activity

In pairs, students discuss the benefits and disadvantages of refunds, exchanges and repairs. Which would they prefer and why? Monitor the students, helping out with any vocabulary or ideas as necessary. Get some feedback from a few pairs.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can complain in a shop. I can ask for a solution.*

## 5G Writing

### A formal letter

#### LESSON SUMMARY

**Reading:** formal letters

**Vocabulary:** formal letter expressions

**Writing:** a formal letter

**Topic:** shopping and services

#### SHORTCUT

To do the lesson in 30 minutes, any of exercises 5 or 6 can be set for homework.

#### LEAD-IN 3-4 MINUTES

- Write *Formal letter* on the board. Elicit that this is a letter written in a particular style that uses formal language.
- In pairs, students think of different situations where **people** write formal letters, e.g. to apply for a job, to ask for **specific** information, to complain, etc. After 1 minute, **get feedback** from the class by asking each pair to give an **example**.

#### Exercise 1 page 51

- Students read the letters quickly and **answer the question**.

Oliver Brown is writing to complain about his phone.

Tracey Swift is writing to complain about her ring.

#### Exercise 2 page 51

- Students work in A/B pairs. Student A focuses on the first letter while Student B takes the second letter. Each student answers questions 1–6 based on their letter.
- Monitor, checking students' answers as you go around.

#### Student A

- 1 The writer bought a phone.
- 2 He bought it from a Talkback Phones shop in Cambridge.
- 3 He bought it on 28th December.
- 4 The camera on the phone doesn't work properly.
- 5 Yes, he does.
- 6 He wants the company to repair the phone or send him a new one.

#### Student B

- 1 The writer bought a ring.
- 2 She bought it from the Jewellery Online website.
- 3 She bought it last week.
- 4 The ring she got was different from the ring in the picture.
- 5 Yes, she does.
- 6 She wants the company to give her a refund.

#### Exercise 3 page 51

- Students work in their A/B pairs and ask and answer the questions from exercise 2, so that they have all the information about their partner's letter.

#### Exercise 4 page 51

- Read the *Writing strategy* with the students. Point out the rules for writing a formal letter and explain that they are quite different from writing an informal letter.
- Students find examples of rules 1–4 in the text. Students check their answers in pairs. Check answers as a class.

1 14th January 2012; 3rd February 2012

2 Dear Sir or Madam... Yours faithfully

3 Dear Mr Black... Yours sincerely

4 Oliver Brown; Tracey Swift

#### Exercise 5 page 51

- Students translate the phrases. Check translations as a class.

#### Students' own answers

#### Extension – fast finishers

Tell students to complete each of the sentences from exercise 5 with their own ideas.

#### Exercise 6 page 51

- Students **imagine** they have bought something with which they are **not happy**. They can think of the situations they listened to in Lesson 5F on page 50 or they can create a new situation of **their own**.
- Refer students to the writing plan and explain that it consists of an **introduction**, **main body** and a conclusion. Point out the **ABC sections in the letters in exercise 1**.
- Students **write a formal letter of complaint**, following the **plan given**. They must keep the language formal.
- Refer students to the checklist to remind them what they need to think about.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can write a formal letter of complaint.*



# Get Ready for your Exam 3

## LEAD-IN 2-5 MINUTES

- Write *Talent or hard work?* on the board. In pairs, students discuss whether somebody becomes really good at something because they are talented or because they work hard at it.
- After about 2 minutes, stop the students and get some feedback from a few pairs.

## Listening

### Exercise 1 page 52

#### GET READY TO LISTEN

- In pairs, students discuss the two questions. Encourage them to explain their opinions.
- Get feedback by asking a few pairs to tell the rest of the class what they think.

### Exercise 2 page 52

#### LISTENING EXAM TASK – MULTIPLE CHOICE

- With the students, read the instructions and explain the task before they do it. Emphasise that they should read the statements carefully before they listen, so that they know what they should concentrate on in the exercise. Allow the class time to read the different options.
- Play the recording. Students do the task and check their answers in pairs. Play the recording a second time. Check answers as a class.

### Transcript 2.24 page 52

**Presenter** Welcome to *Arts Today*. We have with us in the studio Fernando Dias – a young dancer who is already making his mark on the ballet world. Welcome to the programme, Fernando.

**Fernando** Thank you.

**Presenter** Fernando, you are only in your late teens, yet you are starring in your first role for the Birmingham Royal Ballet. How did you get here and so quickly? Tell us something about your beginnings in Florida.

**Fernando** Well, I was born there, in Miami. My parents are Cuban, but had left there shortly before I was born. We were a poor family, but there was always music in the house, always somebody dancing, my uncle, my dad.

**Presenter** What inspired you to take up ballet particularly?

**Fernando** It happened when I was seven and I saw Carlos Acosta dance for the first time. Then I realised I'd like to do it as well.

**Presenter** Carlos Acosta is a famous half-African, half-Cuban ballet dancer. How did he inspire you?

**Fernando** In many ways. Firstly, I didn't really know what ballet was, but when I saw him dance, I was amazed. He had such strength and power. He seemed like a hero to me. So I went home and found out more about him. And his story inspired me too.

**Presenter** Because he was also Cuban?

**Fernando** Yes, but his childhood was much more difficult than mine. My family wasn't as poor as his. He had 11 brothers and sisters. He sometimes had no shoes or went hungry. He was very energetic and wild and he only enjoyed football, street dancing and running about with his friends. His father was worried about him, so he took Carlos to the national ballet school. There Carlos could learn discipline, and also have a free lunch every day!

**Presenter** And how did that inspire you?

**Fernando** I thought if Carlos Acosta could achieve so much from so little, then I could do the same. It didn't matter if I was poor. I only had to work hard and be determined.

**Presenter** And it helps to be a talented dancer!

**Fernando** Of course, but talent without hard work is nothing.

1 A 2 C 3 C 4 B 5 A

## Use of English

### Exercise 3 page 52

#### USE OF ENGLISH EXAM TASK – SENTENCE TRANSFORMATION

- Read the instructions and explain the task. Make sure students understand that the meaning of the new sentence must be the same as the original and that they may not use more than the number of words allowed.
- Students do the task individually. Monitor, helping where necessary. Encourage them to think about different ways of saying the same thing.
- They check answers in pairs. Check answers as a class. Make a note of any problematic areas you might want to revisit.

1 is too hot to 2 is the tallest boy in 3 a better driver than  
4 isn't as intelligent 5 haven't seen Fred for  
6 has been in London

## Speaking

### Exercise 4 page 52

#### GET READY TO SPEAK

- Draw students' attention to the two photos and allow them 1 minute to look at them. Refer them to the words and ask students to match some of them with the photos.
- Check their ideas as a class.

Possible answers:

Photo 1: stage, costume, old-fashioned, voice, singer, classical  
Photo 2: microphone, stage, guitar, voice, singer, modern, musician

### Exercise 5 page 52

- Refer students to the phrases and ask them to work in pairs to talk about how the photos are similar and how they are different.
- Monitor, helping out with ideas and vocabulary as necessary. When they have finished, get ideas from different pairs and put them on the board.

### Exercise 6 page 52

#### SPEAKING EXAM TASK – PICTURE COMPARISON

- Read the instructions and the task with the class. Make sure they understand that they have both to compare and contrast the photos (in a similar way to what they did in exercise 5), as well as to answer the questions.
- Encourage them to develop their answers to the questions as much as they can. Point out that they do not need to be an expert on music, but that they can speculate and give examples. They are being examined for speaking, not for their knowledge of the topic.
- Students do the task. Monitor, without interrupting, and make a note of anything you would like to address at a later time. When students have finished, choose a few strong pairs to perform the task for the class.



## Reading

### Exercise 7 page 53

#### GET READY TO READ

- Students match the activities with a type of holiday. They check answers in pairs. Check answers as a class.

**beach holiday:** sunbathing, swimming, windsurfing

**spa holiday:** relaxing in a sauna, swimming

**activity holiday:** trekking, swimming, paragliding, windsurfing

**walking holiday:** trekking, sightseeing

**city holiday:** sightseeing

### Exercise 8 page 53

- Students decide in pairs which type of holiday they think is most attractive. Encourage them to explain their answers.
- Get feedback from a few pairs.

### Exercise 9 page 53

#### READING EXAM TASK - MATCHING SENTENCES TO TEXTS

- Go through the instructions and task with the students. After reading the text for the main idea, they should look for links between the sections and the sentences. This means they should try to identify synonyms and similar ideas. Remind them that they need to use the sections A–E more than once.
- Tell students to skim-read the text and set them a time limit of about one and a half minutes. Ask them what location is mentioned in each section and elicit the Maldives, the French Alps, Devon, Ireland and Norfolk.
- Students do the task. They check their answers in pairs. Check answers as a class.

1 D 2 E 3 C 4 B 5 A 6 E 7 D 8 C

## Speaking

### Exercise 10 page 53

#### GET READY TO SPEAK

- Divide students into pairs and refer them to the questions. Allow them about 2 minutes to discuss them.
- Monitor the students as they speak, helping out with vocabulary or ideas as necessary. Get some feedback by briefly discussing the questions as a class.

### Exercise 11 page 53

- Read through the instructions with the class and explain the task. Point out that as they are speaking to the examiner, they have to listen carefully to what he says so that they can give appropriate responses. In other words, they should be able to adapt their answers to the questions, instead of just using prepared answers.
- Allow students some time to read the task and make sure they understand what is being asked.
- Students listen to the student doing the task and answer the question.
- Students check answers in pairs. Check answers as a class.

### Transcript 2.25 page 53

**Student** I bought these jeans in your shop and the zip broke when I wore them for the first time.

**Examiner** When did you buy the jeans?

**Student** Sorry, but I don't have a receipt.

**Examiner** OK, but when did you buy the jeans?

**Student** Oh, sorry. I bought them last week and I paid 20 pounds for them. Can I have a refund?

**Examiner** I'm afraid the jeans were in the sale and we don't give refunds for the items in the sale.

**Student** OK. Can you exchange them? I remember that I bought similar jeans in your shop last year and they're very good. I still wear them.

**Examiner** Wait a minute. I'll have to ask the manager.

**The student does not get a refund as the jeans were bought in a sale.**

### Exercise 12 page 53

- Play the recording a second time for students to identify one mistake in the student's response.
- Students check answers in pairs. Check answers as a class.

### Transcript 2.25 page 53

**The student says that she didn't have a receipt when the examiner asked her when she had bought the jeans. She should have told the examiner when she bought them.**

### Exercise 13 page 53

#### SPEAKING EXAM TASK - ROLE PLAY

- Divide students into pairs, each one taking a different role. They do the task, swapping roles when they finish. Monitor and note any errors to address at the end of the activity.
- After the students have finished, choose a few stronger pairs to do the role-play for the class as an example.

## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can answer multiple-choice questions for the listening section of the exam. I can complete a sentence transformation task for the Use of English section of the exam. I can take part in a role-play and I can compare and contrast photos for the speaking section of the exam. I can match sentences to texts for the reading section of the exam.*



# 6 How techie are you?

## Map of resources

### 6A Vocabulary and listening

Student's Book p54, Workbook p50

Photocopiable Activity: 6A Is it true?

### 6B Grammar

Student's Book p55, Workbook p51

Photocopiable Activity: 6B *will* and *going to*

### 6C Culture

Student's Book p56, Workbook p52

Photocopiable Activity: 6C YouTube!

### 6D Grammar

Student's Book p57, Workbook p53

Photocopiable Activity: 6D Zero conditional, *may*, *might* and *could*

### 6E Reading

Student's Book p58, Workbook p54

Photocopiable Activity: 6E Thinking caps on! (Project)

### 6F Everyday English

Student's Book p60, Workbook p55

Photocopiable Activity: 6F *Why don't you come?*

### 6G Writing

Student's Book p61, Workbook p56

Photocopiable Activity: 6G Messages

### 6 Review and Tests

Self-check 6: Workbook p57

Photocopiable Activity: 6 Review (Find someone who ...)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 6 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 4

Workbook, pp58–59

### Units 5–6

Language Review, Student's Book p62

Skills Round-up 1–6, Student's Book p63

### iTools Unit 6

#### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive Exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 6A Vocabulary and listening

### Electronic devices

#### LESSON SUMMARY

**Vocabulary:** electronic devices

**Listening:** radio advertisements

**Speaking:** agreeing on a choice

**Topic:** science and technology

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1, 8 and 9. Exercise 4 and the Vocabulary Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Write *Electronic devices* on the board and elicit that a device is an electronic or mechanical item that serves a particular purpose, e.g. a mobile phone.
- In pairs, students have 2 minutes to brainstorm electronic devices. Get feedback from the class.

#### Exercise 1 page 54

- In pairs, students choose three electronic devices that they use most regularly. Get feedback from the class.

#### Exercise 2 page 54

- Students do the task and check their answers in pairs.

1 games console 2 camcorder 3 digital photo frame

4 digital radio 5 satnav 6 MP3 player 7 tablet PC

**Not illustrated:** ebook reader, HD TV, hard disk recorder, notebook, satellite TV, smartphone

#### Exercise 3 page 54

- Play the recording for students to check their answers, pausing after each device to allow students time to repeat. Make sure they are stressing the right part of the word.

#### Transcript 2.26 page 54

#### Extension – weaker students

In pairs, students think of a use for each device and make a sentence describing it.

#### Exercise 4 page 54

- Students complete the sentences. Students check their answers in pairs. Check answers as a class.

1 ebook reader 2 hard disk recorder 3 satellite TV

4 notebook 5 smartphone 6 HDTV

For further practice of vocabulary related to electronic devices:

#### Vocabulary Builder 6 (Part 1) page 129

1 1 PC 2 recorder 3 book 4 TV 5 player 6 console  
7 nav 8 frame

2 1 ebook reader 2 MP3 player 3 camcorder  
4 HD TV 5 satnav 6 notebook



- 3 1 digital radio; MP3 player; notebook; smartphone; tablet PC  
 2 sat nav; smartphone  
 3 digital photo frame; MP3 player; notebook; smartphone; tablet PC  
 4 camcorder; HD TV; hard disk recorder; notebook; satellite TV; smartphone; tablet PC  
 5 ebook reader; notebook; tablet PC; smartphone  
 6 games console; MP3 player; notebook; smartphone; tablet PC

### Exercise 5 page 54

- Read the *Exam strategy* with the students. Point out that they should listen out for keywords that will help them get the general meaning.
  - In pairs, students identify what phrases they might hear for each of the devices a–e. Check answers as a class.
- a pick up email; play music; surf the Net; watch films; charge the battery; store photos; download a book  
 b record / rewind / pause a programme; watch films  
 c play music; charge the battery; store photos  
 d download a book; charge the battery  
 e find the way

### Exercise 6 page 54

- Explain the task and play the recording, pausing after each advertisement to allow students to decide on their answer. Students check answers in pairs. Check answers as a class.

### Transcript 2.27 page 54

1  
**Mum** We're lost!  
**Dad** No, we aren't. I know the way.  
**Emily** We passed that church twenty minutes ago, Daddy.  
**Dad** No, we didn't. It's a different church.  
**Mum** Emily's right. We're going round in circles! Why don't you just ask the way?  
**Advert** No need to ask. RouteWise will help you to find the way every time. Comes with stylish case and mains charger.  
**Satnav** You have reached your destination.

2  
**Man** New from Logicon Machines! The Slimboy! It weighs only one kilogram, and is just 25 cm by 15! Capable of running multiple applications, with built-in wireless technology, so you can pick up your email and surf the Net while you're on the move. And with an incredible 15-hour battery life, you can take it anywhere. Ideal for computing while commuting! Available in ten colours. Just £199. Yes, folks, you heard. That's £199.  
**Woman** In selected stores only. While stocks last. Not all colours available in all stores. Prices start from £199. Standard model £399. Battery life depends on usage. Terms and conditions apply.

3  
**TV** And here are the hockey results.  
**Man** Come on Boston. Come on Boston!  
**TV** Philadelphia 4, Vancouver 1.  
**Man** Come on Boston.  
**TV** Boston 2, New York Rangers...  
*[Sound of children's voices]*  
**Man** What? I didn't hear the result! What was the result!  
**Advert** Don't worry! Because you're using the HDR-360, you can pause the programme and watch it later. Or even rewind it, and watch that part again.  
**Man** Really? That's amazing! *[beeps]*  
**Man** OK, now be quiet! Shh.  
**TV** ...hockey results. Philadelphia 4, Vancouver 1.  
**Man** COME ON BOSTON!  
**TV** Boston 2, New York Rangers 7.  
**Man** Oh...*[beep]*

**Advert** The HDR-360. With twin tuners so you can record two programmes at the same time. And a massive 100 Gb hard disk. You need never miss your favourite programme again.

4  
 Ever run out of things to read on holiday? Tired of carrying heavy books around with you? What you need is the E200. You can download over 2,000 books! The rechargeable batteries last for up to one week of continuous use, and it comes with a power adaptor to recharge from the mains. It's lighter than most paperback books, but it can hold a whole library! The E200 – the library in your pocket.

1 e 2 a 3 b 4 d

### Exercise 7 page 54

- Remind students of the phrases they predicted in exercise 5. Play the recording again, pausing after each of the underlined phrases in the transcript to check students' answers. Were they right?

### Transcript 2.27 page 54

#### Extension – stronger students

In pairs, students choose one of the devices and make a short advertisement for it. When they have finished, they read out their advertisements.

### Exercise 8 page 54

- In pairs, students choose two of the devices from exercise 2 that they would like to win. Encourage them to explain their choice and what they would do with it.
- Monitor and check for correct pronunciation.

### Exercise 9 page 54

- Each pair explains their choice to the class. Keep a record of the students' choices on the board for the class to see.
- When the students finish, refer them to the board and have a vote for the three most popular devices.

#### Alternative activity

Write the following devices on the board: *mobile phone, MP3 player, notebook, games console*. Students work in pairs and **decide which two of these devices they would be able to live without and which two devices they could not imagine life without**. Encourage students to give reasons to support their decisions. Monitor, helping out with vocabulary or ideas as necessary. Get some feedback from each pair at the end of the activity.

For practice of phrasal verbs related to electronic devices:

### Vocabulary Builder 6 (Part 2) page 129

- 4 1 b 2 d 3 a 4 e 5 c  
 5 1 up 2 on 3 off 4 away 5 out 6 down  
 6 1 Please put it away. 2 He picked him up.  
 3 He took it out. 4 Can you turn it up?  
 5 They put them on. 6 She put it down.  
 7 Turn them on! 8 Take them off!

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can describe electronic devices. I can understand radio advertisements.*



## 6B Grammar

### will and going to

#### LESSON SUMMARY

**Grammar:** will and going to

**Listening:** dialogue

**Speaking:** intentions and predictions

#### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercises 1 and 7. The Grammar Builder activities can be set for homework.

#### LEAD-IN 3-4 MINUTES

- In pairs, students have 1-2 minutes to discuss their plans for next weekend. Get feedback from a few pairs.

#### Exercise 1 page 55

- In pairs, students describe what is happening in the picture. Monitor, helping with any vocabulary or ideas.

#### Exercise 2 page 55

- Students read the dialogue quickly. Ask them how the teenagers are going to do the filming and elicit that they are going to film on Maya's smartphone.
- Students read and listen to the dialogue. They underline the correct alternative from will and going to.
- Students check answers in pairs. Check answers as a class.

#### Transcript 2.28 page 55

1 Are you going to 2 I'll 3 I'll 4 I won't 5 You're going to

#### Exercise 3 page 55

- Read the Learn this! box with the students. Students do the task.

#### Learn this!

Will and going to are the most common future forms and they are used in different ways. Check students are aware of how to make the different forms. I'll help you later = will + verb without 'to' and I'm going to be a doctor = be + going to + verb. Make sure they understand the different rules.

- intention (rule 5)
- decision while speaking (rule 3)
- offer (rule 2)
- prediction (rule 1)
- prediction based on what we can see (rule 4)

For further practice of will and going to:

#### Grammar Builder 6B page 114

##### 1 Possible answers:

- I don't think televisions will be very small.
- I don't think ebook readers will be very expensive.
- I think all computers will be wireless.
- I don't think people will use paper.
- I think watches will include multimedia players.

##### 2 Possible answers:

- I'll help you find a new one.
- I'll let you use my mobile.
- I'll lend you a book.
- I'll record it on my hard disk recorder for you.

3 1 a 2 c 3 e 4 d 5 b

- The girl is going to throw the ball. The dog is going to chase it.
  - The man is going to fall off the jetty.
  - The boy is going to turn on the TV. The girl is going to watch TV too and she's going to eat some food.
  - The boy is going to jump off the wall. He isn't going to fly.
- 'm going to  
B has already decided to go to Brighton.
  - 'll  
B is offering to open the window because it's too hot.
  - is going to  
B is quite sure that Liverpool is going to win as the match is almost over.
  - 'll  
B is making a promise of eternal love.
  - 'll  
B is making a promise to call tomorrow.
  - 'm going to stay  
B intends to stay in bed.

#### Exercise 4 page 55

- Elicit what the students think is happening in each picture.
- They do the task in pairs. Check answers as a class.

1 'll 2 's going to 3 'll 4 's going to

#### Exercise 5 page 55

- Play the recording, pausing to allow students time to repeat. Elicit that the word to in going to is pronounced /tə/ as it is unstressed.

#### Transcript 2.29 page 55

#### Extension – fast finishers

Tell students to write four sentences, two of them using probably (one positive and one negative) and two of them using definitely (one positive and one negative).

#### Exercise 6 page 55

- Read the Look out! box with the students. Students make notes about their future, based on the ideas given. Monitor and help out with vocabulary or ideas where necessary.

#### Look out!

Point out that we use the adverbs probably and definitely to talk about how sure we are whether something will happen or not. Emphasise that the adverb will come after will but before won't.

#### Exercise 7 page 55

- In pairs, students compare their intentions and predictions.
- Monitor, listening for correct use of will and going to forms.

#### Alternative activity

##### going to

Write 31st December on the board and elicit that it is New Year's Eve. Tell students to imagine that it is New Year's Eve and that they have to make five resolutions. Elicit that they should use going to, as resolutions are intentions. Monitor, helping out with vocabulary or ideas as necessary.



## Alternative activity

### will

Students imagine it is 2025. In pairs, they make five predictions about their partner's life in 2025, without showing their partner. When they have finished, they tell each other the predictions they have made for each other.

## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can make predictions, offers, promises and decisions.*

# 6C Culture

## Screen time

### LESSON SUMMARY

**Reading:** Facebook

**Listening:** interview about social networking

**Speaking:** discussing social networking

**Topic:** science and technology, health

### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 6. Exercise 3 can be set for homework.

### LEAD-IN 2-3 MINUTES

- Write *The Internet* on the board. Students have one minute to brainstorm the different things that they can use the Internet for.
- After one minute, get feedback from the class.

## Exercise 1 page 56

- Elicit that the teenager in the photo is using a social networking site. Students discuss the questions in pairs.
- Monitor, helping out as necessary.

### Culture note: Facebook

Facebook was set up by former Harvard student, Mark Zuckerberg. Although he ran it initially as a hobby and it was only available to Harvard students, it quickly spread to other universities. It was officially founded in 2004 and has now become one of the biggest and most successful social and professional networking systems. In 2010, the film, *Social Network* was made about Zuckerberg's success story.

## Exercise 2 page 56

- Students read the text quickly. Ask them what the main idea of the text is. Elicit that it is about a girl called Bethan who realised she had a Facebook problem.
- Students answer the questions and check their answers in pairs. Check answers as a class.

- 1 Bethan logs on to Facebook every day.
- 2 She chats with her friends, she uploads photos and she updates her profile.
- 3 She realised she could have a problem when she forgot to meet a real friend because she was online.
- 4 Her friends wanted to know why she had left.
- 5 She concentrated on her homework better, she had more time for TV, and she spoke to her friends during the day at school.
- 6 She thinks it's useful for messaging friends and sharing photos.

## Exercise 3 page 56

- Students do the task in pairs. Check answers as a class.

- 1 log on
- 2 upload
- 3 update
- 4 post
- 5 create
- 6 deactivate

## Extension – weaker students

Students make six sentences using the verbs and noun phrases from exercise 3 that illustrate their meaning.

## Exercise 4 page 56

- Play the first two lines of the recording (to //) and ask students what the programme is called (*Mind Matters*) and what it is about (social networking sites).
- Students read the statements. Play the recording from the beginning. Students do the task. Check the answer as a class.

## Transcript 2.31 page 56

**Host** Hello, and welcome to *Mind Matters*. The topic of today's programme is social networking sites like Facebook and Myspace. // We want to know if people can become addicted to them. I'm joined in the studio by Professor Pamela Brown, a clinical psychologist at Cambridge University. Welcome, Professor Brown.

**Professor Brown** Thank you.

**Host** Now, we know that some people in the UK spend thirty to forty hours a week on these social networking sites. Would you say that they are addicted?

**Professor Brown** Well, that is a lot of time, but I don't think you can call it an addiction. // I'm not sure that you can apply the word 'addicted' to people who use Facebook and similar sites.

**Host** But according to the press, many people just get lost in Facebook. They lose all sense of time, they forget to eat. These people can't get through a day without using it. Surely they are addicted?

**Professor Brown** But if someone has an addiction, they find it extremely difficult to give something up. I'm sure that most people could easily stop using social networking sites if they wanted to.

**Host** Really?

**Professor Brown** Oh, yes. It's the same as any other hobby, like stamp collecting or watching trains. When people like doing something a lot, they want to do too much of it. But that doesn't mean that they are addicted. // I don't think you can call Facebook itself addictive.

**Host** But the problem surely is that the social network world is not real. It's not the same as hobbies like watching trains or collecting stamps. These people treat the online world as the real world. //

**Professor Brown** But it is the real world. People chat with real friends, share real photos and organise real events. Real businesses advertise on there. It's just another way of social interaction.

**Host** Are you saying then that there is absolutely no problem with these social networking sites?

**Professor Brown** No, I'm not saying that. // I'm just saying that there are advantages to social networking, and most of the 400 million users probably live their lives just fine.

**Host** But you admit there can be problems with some people using them?

**Professor Brown** Yes, of course. People can spend too much time on them and ignore family and work obligations. But it isn't common. There are very few people who are actually addicted.

**Host** But what can people do to avoid this addiction? I mean ... I really like spending time on the Internet myself ...

**Professor Brown** Well, just be careful about the amount of time you spend online. Give yourself a time limit and stick to it. No more than, say, an hour a day. And make sure that you aren't spending time online when you should be doing other things, like working, eating – or even sleeping. // This is just sensible. Most people know this without being told.

**Host** Thank you, Professor, for your advice. Next we turn to some recent research which shows that ...



## Exercise 5 page 56

- Students read the five statements. Remind them to identify keywords that will help them find the answers.
- Play the recording. Students do the task. For weaker students, pause the recording at the symbols // to give them time to answer.
- Students check their answers in pairs. Check answers as a class.

## Transcript 2.31 page 56

- 1 F: Professor Brown does not think you can call this an addiction.
- 2 T
- 3 F: The interviewer thinks that the social networking world is not real.
- 4 F: Professor Brown does think that social networking addictions, although rare, can be a serious problem.
- 5 F: The professor says that you should not use social networking sites instead of sleeping.

## Exercise 6 page 56

- In pairs, students discuss the questions. Encourage them to use ideas from the text and recording to help them. Monitor, helping out as necessary.
- When the students are ready, elicit feedback from each group and encourage the other groups to agree or disagree.

### Extension – stronger students

Students work in pairs. Ask them to read Bethan's blog again and to think of what they would say in response. Students write a short comment of not more than 50 words in reply to Bethan's blog.

### Alternative activity

Tell students to find and underline four expressions with the word *time* in the text. In pairs, students discuss what these phrases mean in the context of the sentences. Students make four sentences of their own to illustrate their meaning.  
**at the same time, all the time, to have time, to spend time**

## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand a text and an interview about social networking. I can talk about how people use social media.*

# 6D Grammar

## Zero conditional

### LESSON SUMMARY

- Grammar:** zero conditional; *may, might, could*  
**Reading:** lie detector; Romance Reader  
**Speaking:** talking about possibility in the future

### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 5 and 9. Exercises 3, 4 and the Grammar Builder activities can be set for homework.

### LEAD-IN 3–4 MINUTES

- Play a quick game of 'Two truths and a lie' with the students. Each student writes two true statements and one false statement about themselves. In pairs, other students have to guess which statement is a lie.

## Exercise 1 page 57

- Elicit that the machine in the photo is called a lie detector.
- Students identify the three things that a lie detector measures. Check answers as a class.

**Lie detectors measure your heart rate, your breathing and the sweat on your fingers.**

## Exercise 2 page 57

- Students look at the blue sentences and identify the tenses of the verbs in them. They do the task and check answers in pairs. Check answers as a class.
- Read the *Learn this!* box with the class. Point out the rules about using a comma. Explain that we use the zero conditional to talk about facts that are always true. The *if* clause talks about the condition and the main clause talks about the result.

We use the present simple tense in the *if* clause and we usually use the present simple tense in the main clause.

For further practice of the zero conditional:

### Grammar Builder 6D (exs. 7 and 8) page 114

7 1 c 2 e 3 a 4 f 5 d 6 b

8 1 buy, get 2 appears, press 3 eat, makes  
4 freezes, expands 5 heat, boils

## Exercise 3 page 57

- Students discuss each fact in pairs and complete the sentences. Check answers as a class.

1 it melts. 2 you don't water them.  
3 you get white light. 4 you get black paint.  
5 you heat it. 6 you get 11111.

### Extension – fast finishers

Students write two or three extra factual sentences and swap them with a partner. Students try and complete them in an appropriate way.

## Exercise 4 page 57

- Students complete the sentences so that they are true for them. Monitor the students, helping out as necessary.

Students' own answers



### Extension – weaker students

Students make four sentences of their own that are true for them using the zero conditional.

#### Exercise 5 page 57

- In pairs, students compare their sentences from exercise 4.
- Monitor, listening out for correct use of the zero conditional.

#### Exercise 6 page 57

- Students read through the text quickly. Ask them what the Romance Reader application does (it can tell you if somebody likes you or not). Students underline all examples of *may*, *might* and *could*.

She *may* love him ...

... she *may not* even like him. (negative)

That *could* be embarrassing ...

... she *might not* give ... (negative)

It *might* be ...

#### Exercise 7 page 57

- Students complete the rule in the *Learn this!* box and check their answer in pairs. Check as a class.
- Read the *Learn this!* box with the class.

#### Learn this!

We use the modal verbs *may*, *might* and *could* to talk about possibility in the present or future. We can usually tell from the context whether we are talking about the present or the future. Explain that we can only use *may* and *might* in the negative form.

may

#### Exercise 8 page 57

- Students do the task and check their answers in pairs. Check answers as a class.

1 *could / may / might be*    2 *could / may / might refuse*

3 *could / may / might use*    4 *could / may / might get*

5 *may not / might not give*    6 *could / may / might sell*

For further practice of *may*, *might* and *could*:

#### Grammar Builder 6D (ex. 9) page 114

9 1 *could / may / might happen*    2 *could / may / might share*  
3 *could / may / might become*    4 *could / may / might do*  
5 *might not / may not want*  
6 *could / may / might prefer*

#### Exercise 9 page 57

- In pairs, students tell each other about what they *may*, *might* or *could* do in each situation.
- Monitor, checking for correct use of *may*, *might* and *could*.

#### Extension – fast finishers

Students write a short description of their partner's possible plans using the information they discussed in exercise 9.

### Alternative activity

Students work in small groups. Ask them to think of a new application that they would like to have on their smartphones. Encourage them to think of a name for their application and to write one or two sentences that describe what it does. When students finish, they present their application to the class.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use the zero conditional, may, might and could correctly. I can talk about outcomes and possibilities.*

## 6E Reading

### Brainwaves

#### LESSON SUMMARY

**Reading:** article about inventions

**Vocabulary:** adverbs

**Speaking:** discussing inventions

**Topic:** science and technology

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 6 and 7. Exercise 4 can be set for homework.

#### LEAD-IN 2–3 MINUTES

- Write *Inventions* on the board and elicit that these are new devices that people create. In pairs, students have 1 minute to decide what the best invention of all time is. Get feedback from each pair.

#### Exercise 1 page 58

- Students translate the proverb. Write the correct translation on the board and discuss what it means with the class.

#### Exercise 2 page 58

- In pairs, students look at the three photos of inventions. What do they think of them? Students try to describe them and decide how useful they would be. They read the text quickly and do the task.
- Students check answers in pairs. Check answers as a class.

#### Transcript 2.32 page 58

1 C    2 A    3 B

#### Exercise 3 page 59

- Read the *Exam strategy* with the class. Explain that they should read the statements carefully and compare them with the relevant section of the text to decide if they are true or false.
- Allow students some time to read the statements and do the task.
- Students check answers in pairs. Check answers as a class.

1 F: People weren't sure about environmentally friendly cars in 1985.

2 T    3 T

4 F: Sales have been disappointingly low.

5 F: Ben Gulak has demonstrated his electric vehicle on US TV.

6 T



#### Exercise 4 page 59

- Students find 12 adverbs that end in *-ly* in the text. Check answers as a class.

amazingly, confidently, disappointingly, probably, dramatically, recently, exactly, carefully, easily, absolutely, simply, really

#### Exercise 5 page 59

- Read the *Learn this!* box with the students. They identify which of the adverbs are used with adjectives in the text.

##### Learn this!

Adverbs can be used to **modify adjectives** as well as other adverbs.

amazingly good, disappointingly low, carefully balanced

##### Extension – stronger students

Students choose six of the twelve adverbs and create their own sentences with a suitable adjective or adverb.

##### Extension – weaker students

On the board write the following combinations of adverbs and adjectives:

amazingly clever    incredibly carefully    absolutely fantastic  
exactly right    really expensive

Ask students to create their own sentences using the combinations. They can compare sentences with a classmate.

#### Exercise 6 page 59

- Students make notes on each of the inventions 1–3, using the questions and the words below each picture.
- Monitor, helping out where necessary.

#### Exercise 7 page 59

- Students discuss the inventions using the notes they made in exercise 6. Monitor, noting any general errors to be addressed at the end of the activity.

##### Alternative activity

In pairs, students think of an invention they would like to see and that they think would make their life easier. Encourage students to think of a name for their invention. They should be able to describe what it does and why they need it. The class could vote for the most original invention.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand an article in detail. I can describe and discuss strange inventions.*

## 6F Everyday English

### Invitations

#### LESSON SUMMARY

**Listening:** accepting and declining an invitation

**Speaking:** accepting and declining an invitation

**Grammar:** *shall* for suggestions and offers

**Topic:** family and social life

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 8 and 9. Exercises 2 and 3 can be set for homework.

#### LEAD-IN 3–4 MINUTES

- In pairs, students take 1–2 minutes to think about the last time they were invited to something. Get feedback from a few pairs.

#### Exercise 1 page 60

- Students read and listen to the dialogues and do the task. Check answers as a class.

#### Transcript 2.33 page 60

Olivia is going to have some friends over tomorrow night. She is going to make hotdogs and popcorn.

Ryan is going to meet some friends for a meal in town.

#### Exercise 2 page 60

- Students read the dialogues again and answer the questions. They check answers in pairs. Check answers as a class.

- Yes, Katie accepts the invitation.
- She offers to bring some food.
- Ryan is meeting some friends in town for a meal.
- George has to look after his little brother.
- Ryan might go and see George after lunch.

##### Extension – stronger students

Students practise the dialogue in pairs but try to replace the activities, times, etc. with their own ideas.

##### Extension – weaker students

Students work in pairs and practise the dialogues in exercise 1. If necessary, play the dialogues again to remind students of the intonation of the speakers. When finished, they swap roles.

#### Exercise 3 page 60

- Read the *Learn this!* box with the students. They find three examples of *shall* in the first dialogue. Check answers as a class.

##### Learn this!

Emphasise that we use *shall* in the interrogative form of first person singular and the first person plural, NOT *Shall you/he/she/it/they*....

- Shall I eat before I come?
- Shall I bring some food, then?
- What time shall I come?



## Alternative activity

Students work in A/B pairs. Tell them to imagine that they are going camping for the weekend. Student A should think of three suggestions using *shall*, e.g. *Shall we bring our swimming costumes so that we can go swimming?* Student B should think of three offers using *shall*, e.g. *Shall I bring my extra sleeping bag?* They discuss the weekend and make suggestions and offers to each other. Monitor to check students are using *shall* correctly.

## Exercise 4 page 60

- Explain the task. Play the first conversation and elicit that the boy asked the girl to come to lunch (as in the example).
- Play the rest of the recording, pausing after each conversation to allow students time to answer. Students check answers in pairs. Check answers as a class.

## Transcript 2.34 page 60

- 1 **Boy** Hi!  
**Girl** Hello. How are you?  
**Boy** Fine, thanks. Hey, I'm just going into town. I'm going to have lunch at a café with Jake – you know, that new café near the library. Do you want to come along?  
**Girl** Sorry, I can't.  
**Boy** Oh, shame.  
**Girl** Yeah, I'd love to, but I told my mum I'd be home by 12.  
**Boy** OK, another time maybe.
- 2 **Emily** Hello, Mrs Brown. Is Tom there?  
**Mrs Brown** Hello, Emily. Yes, he is... Tom!  
**Tom** Hi, Emily.  
**Emily** Hi, Tom. I'm just going on a bike ride with Jason and Miranda. Fancy coming along?  
**Tom** Cool! I'd love to. Is that OK, Mum?  
**Mrs Brown** Of course. Be back in time for tea.  
**Tom** OK, will do. Bye!  
**Emily** Bye, Mrs Brown.  
**Mrs Brown** Bye. Ride carefully!
- 3 **Boy** Are you going into town?  
**Girl** No, I'm not. I've just been to town. I'm going home.  
**Boy** What are you going to do?  
**Girl** I think I'll play computer games. Hey, why don't you come along?  
**Boy** Yeah, sounds good. I've got this really good new game. Shall I bring it along?  
**Girl** Cool!
- 4 **Boy** Have you got any plans for the weekend?  
**Girl** I'm taking my little sister to the cinema on Friday evening.  
**Boy** Really? What are you going to see?  
**Girl** Oh, it's an animated film. It's for kids. I promised to take her.  
**Boy** You doing anything on Saturday morning? I'm going shopping with my brother. Do you fancy joining us?  
**Girl** Oh, I'm sorry, I can't. My granddad is coming round to see us.  
**Boy** Oh. That's a shame.  
**Girl** Yeah, another time.
- 5 **Steve** Hi, Nina, how are you?  
**Nina** Hi Steve. I'm fine, thanks. Hey, I'm going to the cinema with a couple of friends.  
**Steve** What are you going to see?  
**Nina** We haven't decided yet. Fancy joining us?  
**Steve** I'd love to, but I can't. My family's having a barbecue.  
**Nina** Oh well. Sorry you can't make it.  
**Steve** Yeah, see you around.

- 2 go for a bike ride 3 play computer games 4 go shopping  
5 go to the cinema

## Exercise 5 page 60

- Play the recording again. Students do the task and check their answers in pairs. Check answers as a class.

## Transcript 2.34 page 60

- 1 No 2 Yes 3 Yes 4 No 5 No

## Exercise 6 page 60

- Students complete the phrases in the *Learn this!* box.

## Exercise 7 page 60

- Play the recording for students to check their answers to exercise 6. Pause the recording after each phrase for the students to copy the intonation. Without the appropriate intonation, the phrases may sound boring or rude.

## Transcript 2.35 page 60

- 1 like 2 Fancy 3 don't 4 Sounds 5 definitely 6 Cool  
7 Glad 8 sorry 9 make 10 time

## Exercise 8 page 60

- In pairs, students create two short dialogues. Refer them to the instructions and make sure they understand the task.
- Monitor, helping out as necessary.

## Exercise 9 page 60

- Students practise their dialogues. If necessary, play one of the conversations from exercise 4 once more and encourage them to copy the intonation of the speakers. Monitor the students, listening out for correct pronunciation and intonation.
- When students have practised, they act out their dialogues for the class. Which pair had the best dialogues?

## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can make and accept or decline an invitation. I can make offers and suggestions.*

# 6G Writing

## Messages

### LESSON SUMMARY

**Grammar:** *can* for requests and permission

**Vocabulary:** household appliances

**Writing:** messages

**Topic:** family and social life

### SHORTCUT

To do the lesson in 30 minutes, any of the exercises 3, 4, 6 or 7 can be set for homework.

### LEAD-IN 3-4 MINUTES

- Ask the students how often they send text messages on their mobiles. Get feedback from one or two students.
- Ask students to think how writing a message by hand is different from texting on a phone, e.g. when texting we use more abbreviations or short cuts and less punctuation, etc.



### Exercise 1 page 61

- Refer students to the photo and to the four messages. What do they think the woman is doing? Elicit that she is reading a message. Ask the students: *What do you think messages are for?* Elicit that they are an informal way of giving people information or asking for a favour.
- Students read the messages and answer the questions. Students check answers in pairs. Check answers as a class.

- Tania didn't have breakfast.
- Emily's mum has gone out for the day.
- Elaine has made a mess.
- Fred has to load the dishwasher.
- Suzie is fed up with her flatmate.
- Tania is going to bring her daughter home.
- Emily's dad might have to buy some milk.
- Fred's dad will arrive home just after six.

### Exercise 2 page 61

- Refer students to the list of household appliances. Explain that household appliances are devices that we use to do things like cooking and cleaning around the house.
- In pairs, students check the meaning of the appliances and discuss whether they have them at home and if they use them. Monitor, helping out as necessary.

### Exercise 3 page 61

- Students find seven of the appliances in the messages. Check answers as a class.

coffee machine, kettle, fridge, microwave, dishwasher, vacuum cleaner, cooker

#### Alternative activity

In pairs, students imagine that they are only allowed to live with the use of two appliances for a year. They decide which two appliances they would need the most and why. Get feedback by asking each pair to tell the class what their chosen appliances are.

### Exercise 4 page 61

- Remind students that a phrasal verb is a verb that is combined with a particle, e.g. *take off*. When the particle changes, the meaning of the verb changes. Phrasal verbs are very common in English and they have to be learned.
- Students find the phrasal verbs in the messages in exercise 1 and complete the sentences. Students check their answers in pairs. Check answers as a class.

1 in 2 out 3 back 4 up 5 up, up 6 off 7 up

#### Extension – fast finishers

Students write their own sentences using the phrasal verbs from exercise 4.

### Exercise 5 page 61

- Read the *Learn this!* box with the class, pointing out that we use *can* to make requests and ask for permission. Students do the task.

...can you ask Dad to go and buy some?  
Can you please load the dishwasher when you've finished?  
Can you please wash up the plates and mugs...  
Can you call the electrician?

### Exercise 6 page 61

- Students complete the questions using *Can I* or *Can you*. Check answers as a class.

1 Can I 2 Can you 3 Can I 4 Can you 5 Can I

### Exercise 7 page 61

- Ask students if they would like to live in a flat with another person. Students discuss the question in pairs. After 1–2 minutes, elicit some feedback from a few students.
- Tell students to imagine they are living in a flat and that they have a flatmate. They have to write a message for their flatmate as they are going away for the weekend.
- Refer students to the points of information that they need to include in their message. Encourage them to refer to the messages in exercise 1 as examples. Remind students that messages are informal and will therefore contain phrasal verbs.
- Students write a message for their flatmate. Refer them to the check box to make sure they have done everything required.

#### Extension – stronger students

Students read another classmate's message and write a reply for when their flatmate gets back home.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now? and elicit the answers: I can make requests and ask for permission. I can write a message giving operating instructions.*



# Language Review / Skills Round-up

## Language Review 5–6

### Unit 5

#### Exercise 1 page 62

1 chemist's 2 butcher's 3 newsagent's 4 greengrocer's  
5 stationer's 6 garden centre

#### Exercise 2 page 62

1 refund 2 buy 3 price 4 somewhere 5 gift 6 all

#### Exercise 3 page 62

1 've been 2 hasn't been 3 's rained 4 haven't visited  
5 has bought 6 's spent

#### Exercise 4 page 62

1 Did, enjoy 2 met 3 gave 4 Have, called 5 texted  
6 Have, seen

#### Exercise 5 page 62

1 Can I help you? (c)  
2 Yes. I'd like to exchange this jacket, please. (a)  
3 What's the problem with it? (f)  
4 It doesn't fit. (b)  
5 Have you got the receipt? (e)  
6 Yes. It's in the bag. (d)

### Unit 6

#### Exercise 6 page 62

1 f 2 d 3 e 4 b 5 a 6 c

#### Exercise 7 page 62

1 make 2 download 3 surf 4 rewind 5 charge 6 pick up

#### Exercise 8 page 62

1 's going to 2 'll 3 won't 4 'm going to 5 'll 6 aren't going to

#### Exercise 9 page 62

1 If 2 don't hand in 3 goes out 4 might not  
5 might 6 be

#### Exercise 10 page 62

1 Fancy 2 love 3 Shall 4 don't 5 What 6 good

## Skills Round-up 1–6

#### Exercise 1 page 63

Students' own answers

#### Exercise 2 page 63

Students' own answers

#### Exercise 3 page 63

Students' own answers

#### Exercise 4 page 63

She asks Libby for advice on what to do about Jack.

#### Exercise 5 page 63

1 F 2 B 3 D 4 A 5 E

#### Exercise 6 page 63

#### Transcript 2.36 page 63

**Anna** Come in! Oh hi, Jack!

**Jack** Hi Anna. How are you?

**Anna** Fine, fine. Just sending a few emails.

**Jack** You said you had a problem with your phone.

**Anna** Oh yes, that's right!

**Jack** Would you like me to have a look at it?

**Anna** Yes, please. Do you know much about phones?

**Jack** Well, a bit. I am an IT expert! Where is it?

**Anna** It's here.

**Jack** What's the problem?

**Anna** Well, I can't receive emails. And I've lost some of my contacts too.

**Jack** Hmm, I'll have a look at the settings. Just a moment.

**Anna** Thank you.

**Jack** Ah ... maybe ...

**Anna** Can I make you a cup of tea?

**Jack** Oh, thanks. Yes. A white coffee, please.

**Anna** Sure. Sugar?

**Jack** No thanks. Just milk.

**Anna** So, have you had a good day?

**Jack** Yes, not bad.

**Anna** And are you going to the gym later?

**Jack** Yes, I'll probably go after dinner. What about you?

**Anna** I'm tired. I'm going to watch TV this evening.

**Jack** Well, enjoy it.

**Anna** Thanks. So, what about the phone? Do you think you can fix it?

**Jack** I think I *have* fixed it. And look! You've just received an email ... from Libby.

**Anna** Really? Can I see?

**Jack** Yes, of course. Here you are.

**Anna** Did you ... er ... did you read any of it?

**Jack** No! Well, I just saw the first line ...

**Anna** Oh, right.

**Jack** Wow, look at the time. I have to go. See you later!

**Anna** What about your ... coffee? Oh no! He saw the first line! What did it say?

**Anna has asked Jack to fix the phone. He fixes it.**

#### Exercise 7 page 63

#### Transcript 2.36 page 63

1 c 2 b 3 c 4 a 5 c

#### Exercise 8 page 63

Students' own answers



# 7 Around the world

## Map of resources

### 7A Vocabulary and listening

Student's Book p64, Workbook p60

Photocopiable Activity: 7A Body idioms

### 7B Grammar

Student's Book p65, Workbook p61

Photocopiable Activity: 7B First impressions count

### 7C Culture

Student's Book p66, Workbook p62

Photocopiable Activity: 7C English celebrations (Project)

### 7D Grammar

Student's Book p67, Workbook p63

Photocopiable Activity: 7D First conditional

### 7E Reading

Student's Book p68, Workbook p64

Photocopiable Activity: 7E Time flies ... !

### 7F Everyday English

Student's Book p70, Workbook p65

Photocopiable Activity: 7F Advice

### 7G Writing

Student's Book p71, Workbook p66

Photocopiable Activity: 7G It's gonna be awesome!

### 7 Review and Tests

Self-check 7: Workbook p67

Photocopiable Activity: 7 Review (Pairwork crossword)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 7 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 4

Student's Book pp72–73

Exam 4 (Test Bank CD)

### Get Ready for your Exam 5

Workbook pp68–69

### iTools Unit 7

#### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive Exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 7A Vocabulary and listening

### Body language

#### LESSON SUMMARY

**Vocabulary:** gestures

**Listening:** cultural gestures

**Speaking:** discussing gestures

**Topic:** family and social life

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 3 and 6. Exercise 2 and the Vocabulary Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Pretend that you are shaking hands with somebody and mime the action for the class. Ask the students: *What am I doing?* Elicit that you are shaking hands.
- Working in pairs, students make a short list of the different occasions when people in their own country shake hands, e.g. greeting people, making a deal, etc. After 1 minute, stop the students and elicit feedback from the class by asking each pair to tell you an occasion when they shake hands.

#### Exercise 1 page 64

- Refer students to the list of gestures and to the pictures. Students match a gesture with a picture and decide which of the gestures can be used as greetings.
- Students check answers in pairs. Check answers as a class.

1 bow 2 beckon 3 wave 4 hug 5 wink 6 nod  
7 point 8 kiss

Gestures which can be used as greetings: bow, wink, wave, nod, hug, kiss

#### Exercise 2 page 64

- Students work individually to complete the expressions with the different parts of the body. Point out that they may need to use the same body part more than once.
- Students check answers in pairs. Check answers as a class.

give a thumbs up; fold your arms; cross your legs / arms;  
hold hands; shake hands; shake your head; pat somebody on  
the back / head; shrug your shoulders

#### Extension – weaker students

In pairs, one student says the gesture, e.g. *shake hands*, and their partner mimes or acts it out. Students can take turns.

#### Exercise 3 page 64

- Play the recording. Students listen and repeat the gestures from exercises 1 and 2. Pause after each gesture to allow students time to practise their pronunciation. Encourage them to act out the gestures as they repeat them and mime each gesture yourself to help them.

#### Transcript 2.37 page 64



For further practice of vocabulary related to gestures:

### Vocabulary Builder 7 (Part 1) page 130

- 1 1 hold hands 2 give a thumbs up 3 fold your arms  
4 shake your head 5 pat somebody on the back  
6 cross your legs 7 shake hands 8 shrug your shoulders
- 2 2 beckon 3 nod 4 hug / kiss / shake hands / wave  
5 pat somebody on the back 6 hold hands / hug / pat somebody on the back 7 bow 8 wink 9 beckon / point 10 shrug your shoulders

### Exercise 4 page 64

- Tell students that they are going to listen to three people talking about customs in their country. Play the first sentence of the recording (to //) and ask the students to tell you two adjectives used to describe Japanese people. Elicit that they are modest and friendly.
- Refer students to the sentence halves and tell them to match the sentences together as they listen.
- Play the recording from the beginning, pausing after each speaker to allow students time to answer. Students check answers in pairs. Check answers as a class.

### Transcript 2.38 page 64

#### Akiko from Japan

I think that Japanese people are usually very modest and friendly. // One of the other nice things about Japanese people is that we're very polite – and we expect other people to be polite, too. When you meet someone, you should bow to them, even if you know them quite well. When you greet a woman, you certainly shouldn't kiss her on the cheek, like they do in some Western countries. In lots of countries people beckon with their fingers when they want to ask someone to come to them. This is not the way we do it in Japan, though, and it is considered rude. We wave our hands back and forward with our fingers pointing to the floor.

#### Marco from Italy

I think that Italian people are very warm – it's the sunny Mediterranean weather that makes us like that. We're quite talkative and we're generally not shy. When Italians meet for the first time, they usually shake hands. We also look directly at each other when we meet somebody. Eye contact is important, and you should smile. Once you get to know someone quite well, you can kiss them – usually two kisses on the cheeks, starting with the left cheek. Men don't always kiss each other. They sometimes shake hands and often pat each other on the back or the arm instead.

#### Abdullah from Saudi Arabia

Greetings are very important and generally quite formal in Saudi Arabia. Men shake hands every time they meet, and sometimes when they say goodbye, too. This happens wherever the meeting takes place – in the street, at work, at home. I think it is respectful. If men know each other well, they often kiss each other on the cheeks, usually once on each cheek, but sometimes three or four times. We also say a number of fixed greetings and responses, and this can take quite a long time, which surprises many foreigners. And a man must never touch a woman in public – that is completely unacceptable – even if he has been introduced to her.

1 c 2 a 3 b

### Exercise 5 page 64

- Refer students to the sentences and tell them to choose the correct alternative in each one. Students check their answers in pairs.
- Play the recording again for students to check their answers. Check answers as a class.

### Transcript 2.38 page 64

- 1 bow 2 not OK 3 when they meet for the first time  
4 left 5 a pat on the back 6 and sometimes 7 sometimes

### Exercise 6 page 64

- Students work in pairs. Refer them to the questions and tell the students to discuss them. Encourage students to use the vocabulary they have learned in the lesson.
- Monitor the students, helping out with any vocabulary or ideas as necessary and making a note of any general errors to be addressed at the end of the activity.
- When students have finished, elicit some feedback from the class by going through each question and asking them for their ideas. Does everybody agree?

For further practice of phrasal verbs:

### Vocabulary Builder 7 (Part 2) page 130

- 4 1 turn over 2 hold out your arms 3 lift up your foot  
4 stand up 5 bend down 6 sit down 7 turn round  
8 lie down 9 put up your hand 10 sit up
- 5 1 puts up his hand 2 lift up your foot 3 held out her arms 4 turned round 5 bent down 6 lay down 7 sit down 8 turning over

### Extension – stronger students

Students work in pairs and make five sentences that describe body language in their own country.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can talk about cultural gestures. I can describe how people greet each other in different countries.*

## 7B Grammar

### must, mustn't and needn't

#### LESSON SUMMARY

**Grammar:** *must, mustn't and needn't*

**Speaking:** describing rules

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 5, 7 and 8. Exercise 4 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Write *Manners* on the board and elicit that it refers to being polite and general good behaviour.
- Working in pairs, students think of three things that are good manners in their own country. After 1 minute, stop the students and elicit some feedback from the class by asking each pair to give one of their examples.

### Exercise 1 page 65

- Ask students if they know anything about Peru.
- Refer students to the text and ask them to work in pairs to guess which alternative is correct in each case.
- When students are ready, play the recording for them to check their answers.



### Culture note: Peru

Peru is in South America. Its capital is Lima and the official languages spoken are Spanish and Quechua. Peru has borders with Ecuador, Colombia, Brazil, Bolivia, and Chile.

### Transcript 2.39 page 65

1 needn't 2 mustn't 3 must 4 must

### Exercise 2 page 65

- Students work in pairs. Tell them to look through the text in exercise 1 once again and to consider the meanings of *must*, *mustn't* and *needn't*. Students complete the rules in the *Learn this!* box.
- Go through the *Learn this!* box with the students, checking their answers as you do. Make sure students understand the difference between rule 2 (lack of necessity) and rule 3 (prohibition).

1 must 2 needn't 3 mustn't

For further practice of *must*, *mustn't* and *needn't*:

### Grammar Builder 7B page 116

- 1 1c mustn't 2d must 3e mustn't 4f mustn't 5a must  
6b must
- 2 2 You mustn't stop here.  
3 You mustn't drive over 120 km/h.  
4 You must keep left.  
5 You must watch out for pedestrians.  
6 You mustn't overtake here.
- 3 1 must 2 mustn't 3 needn't 4 mustn't 5 must  
6 must 7 needn't 8 mustn't

### Exercise 3 page 65

- Students read the sentences and do the task. They check their answers in pairs. Check answers as a class.
- 2 You mustn't wear casual clothes to an interview.  
3 You must arrive on time.  
4 You needn't give very long answers.  
5 You mustn't fold your arms.  
6 You must look the interviewer in the eye.  
7 You mustn't leave your mobile phone switched on.

### Exercise 4 page 65

- Tell students to think about their school and refer them to the phrases in the list. Students write sentences using *must*, *mustn't* and *needn't* with the different phrases to describe the school.
- When students have finished, they check their answers in pairs. Check answers as a class. Which of the rules would they like to change?

### Students' own answers

### Exercise 5 page 65

- In pairs, students think of more sentences to make that describe their school's rules. Monitor, helping out as necessary. Elicit different rules from each pair.

### Alternative activity

Tell the students to work in pairs and make five rules for their English class. When they have finished, they join another pair and combine their rules. They choose the best five rules.

Finally, bring the whole class together and allow the students to choose the best five rules from the whole class. If time permits, students can make a poster to display in the classroom.

### Extension – weaker students

Write the following locations on the board: *cinema*, *swimming pool*, *public transport*. Students work in pairs and make three rules for each of the locations using *must*, *mustn't* and *needn't*.

### Exercise 6 page 65

- Refer students to the sentences about different customs around the world. Students complete the sentences using *must*, *mustn't* or *needn't*. Students check their answers in pairs. Check answers as a class.

1 must 2 mustn't 3 must 4 needn't 5 mustn't  
6 mustn't 7 needn't, mustn't

### Extension – stronger students

Students work in pairs. Tell them to imagine that they are taking part in a project to design the perfect school. Students make five rules for their perfect school. Which pair designed the most perfect school?

### Exercise 7 page 65

- Refer students to the phrases in the list and tell them to think about how to be polite when going to somebody's house for a meal in their own country.
- Tell student to make some notes. Encourage them to think of other polite customs that might not be in the box.
- Monitor the students, helping out with vocabulary and ideas as necessary.

### Exercise 8 page 65

- Students work in pairs and compare their ideas from exercise 7. Encourage students to use full sentences as they compare and discuss their notes.
- Monitor, listening out for correct use of *must*, *mustn't* and *needn't* and making a note of any general errors to be addressed at the end of the activity.

### Extension – stronger students

In pairs, students write some notes to explain rules and regulations in their home, or during an exam.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use must, mustn't and needn't correctly. I can talk about prohibition and necessity.*



# 7C Culture

## Giving and receiving

### LESSON SUMMARY

**Reading:** opinions on Christmas

**Listening:** experiences with gifts

**Speaking:** discussing past gifts

**Topic:** family and social life

### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercises 2, 7 and 8. Exercise 3 can be set for homework.

### LEAD-IN 2-3 MINUTES

- Write *Special occasions* on the board. Working in pairs, allow students 1–2 minutes to discuss their favourite special occasion in the year. Elicit some feedback from the class by asking a few students to describe their partner's favourite special occasion.

### Exercise 1 page 66

- Refer students to the list of special occasions. Working in small groups, students discuss which of the occasions they celebrate with their families and when they give or receive gifts. Monitor the students, helping out with vocabulary or ideas as necessary.
- Get some feedback from each group.

### Exercise 2 page 66

- Refer students to the photo and elicit that it illustrates Christmas. Elicit that the people are shopping.
- Ask the students if they think that Christmas has become too commercial. Discuss as a class for 1–2 minutes, encouraging students to explain their answers. In a larger class, you might like to divide the students into two groups so that everybody can participate.

### Culture note: Christmas in the UK

Traditional Christmas holiday celebrations in the UK take place between the 24th and 26th December. Christmas Day, the 25th, and Boxing Day, the 26th are always bank (public) holidays. The reason for the name, *Boxing Day*, isn't entirely clear but it seems to have more to do with giving gifts in boxes than the sport.

### Exercise 3 page 66

- Refer students to the text and point out that there are five people's opinions. Tell students to read through the text quickly and to identify the main opinion of each person.
- Draw students' attention to statements 1–6 and ask them to complete them with the names of the people from the text. Point out that they do not need to use one opinion. Students check their answers in pairs. Check answers as a class.

### Transcript page 66

1 Nathan 2 – 3 Thomas 4 Joanna 5 Liz 6 Mandy

### Exercise 4 page 66

- Divide students into groups of three. Tell them to refer to the opinions they completed in exercise 3 and to discuss which of the opinions they agree with. Encourage them to give reasons to support their answers.

- Monitor students during their discussion, helping out with vocabulary and ideas as necessary, making a note of any general errors to be addressed at the end of the activity.
- Get some feedback from each group about which opinions they agreed with.

### Extension – fast finishers

Tell students to discuss another special occasion, e.g. Valentine's Day. Do they like or dislike this occasion? What is their opinion of it?

### Alternative activity

Tell the students to imagine that they are taking part in a competition to create another holiday in the year. Working in small groups, students decide what the holiday will be called, when it will be, what the reason for it will be, and what customs people will follow.

Have a vote for the best new holiday.

### Exercise 5 page 66

- Tell students they are going to listen to four people speaking and that each of them is answering one of the questions given.
- Allow students some time to read through the questions. Play the recording, pausing after each speaker, so students can match the speakers with the questions. Students check their answers in pairs. Check answers as a class.

### Transcript page 66

**Craig** My sisters and I wanted to get my mum and dad something really nice for their 20th wedding anniversary. We thought about jewellery, chocolates, DVDs – but we couldn't find anything, you know, special. Finally, my oldest sister had a brilliant idea. We bought them tickets for a show in London – a musical – and we kept it a surprise for Mum and Dad. They really loved it. This was about four years ago now, but they still talk about it!

**Vicky** I remember, it was one Christmas... about five or six years ago. The whole family was there, and I opened a present from my Aunt Victoria. It was a book. Everybody was looking at me, asking me what it was, so I read the title out: *The Big Book of Jokes*. So my dad said, 'Well, let's hear some jokes then! Read them out, Vicky!' It was so embarrassing! I sat there, reading out the worst jokes you can imagine. Nobody laughed. I wanted to stop, but my dad kept saying 'Try another one'. It was horrible!

**Harry** I was about five years old, I suppose. And I was a really huge Batman fan. I loved him! I wanted to be him. For my birthday that year, I got a Batman costume. I couldn't believe it! I put it on straight away, and I didn't take it off! I think I wore that Batman costume every day for six weeks – at home, in town, at the shops. A few weeks later, I lost interest in Batman – I never really wore the costume again. But still, it's a present that's really stayed in my mind.

**Beth** A couple of years ago, I went out to buy a present for my mum – for Mother's Day. I went to a department store and, as I walked through the door, a woman asked me to try lots of perfumes. I liked one of them a lot but it was quite expensive. I didn't have enough money to buy the perfume and a present for my mum. So I had an idea. I bought the perfume as a present for my mum! The trouble is, my mum can't wear perfume – she's allergic to it. But I forgot that. Until after I gave it to her! She was OK about it – she said it didn't matter. But I felt really bad.

1 a 2 d 3 c 4 b

### Exercise 6 page 66

- Refer students to the chart and explain that they have to complete it with information from the recording.
- Play the recording once again. Students complete the chart and check their answers in pairs. Check answers as a class.

### Transcript page 66



	Occasion	Gift
Craig	wedding anniversary	tickets for a show
Vicky	Christmas	a book
Harry	birthday	a costume
Beth	Mother's Day	perfume

### Exercise 7 page 66

- In pairs, students ask and answer the questions in exercise 5. Encourage each student to make notes about their partner's answers. Monitor, helping out as necessary.

### Exercise 8 page 66

- Students use the notes they made in exercise 7 to tell the rest of the class briefly about their partner. In larger classes, you could divide the class into two smaller groups.
- At the end of the activity, you could have a vote on each question, e.g. *What's the best gift somebody in the class has ever been given?* etc.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand opinions on Christmas. I can understand people discussing past experiences. I can talk about giving gifts on special occasions.*

## 7D Grammar

### First conditional

#### LESSON SUMMARY

**Grammar:** first conditional

**Reading:** superstitions around the world

**Speaking:** talking about certainty and probability in the future

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 5 and 7. Exercises 6 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 4-5 MINUTES

- Write *Superstitions* on the board. Explain or elicit what a superstition is and ask students to work in pairs to think of any superstitions they know of. Allow them 1-2 minutes for this.
- After 1-2 minutes, get some feedback from the class by asking one or two pairs to describe a superstition they know about. Do they believe in them?

### Exercise 1 page 67

- Refer students to the British superstitions and ask them to work in pairs to match the beginnings and endings together.

### Exercise 2 page 67

- Play the recording for students to check their answers to exercise 1.
- In pairs, students discuss whether any of the British superstitions are similar to superstitions in their own country. Get some feedback from the class.

**Transcript** 3.03 page 67

1 b 2 d 3 e 4 a 5 c

### Exercise 3 page 67

- Students go through the sentences in exercise 1 and complete the information in the *Learn this!* box.
- Go through the *Learn this!* box with the students. Point out that the first conditional is used to make a prediction about the result of an action. Emphasise that a comma is not used if the main clause comes first.

1 present simple, will + verb 2 after

For further practice of the first conditional:

### Grammar Builder 7D page 116

4 1 d 2 a 3 e 4 f 5 c 6 b

5 1 eat 2 don't cover 3 washes 4 sneezes  
5 don't believe

6 1 'll cry 2 don't take 3 'll have 4 won't marry  
5 won't have

### Exercise 4 page 67

- Students complete the sentences using the correct form of the verb in brackets. Students check their answers in pairs. Check answers as a class.

1 will start 2 don't eat 3 won't find 4 put 5 will leave  
6 look

### Extension – fast finishers

Students discuss the superstitions and decide which is the most positive/negative, funniest, most unusual, etc.

### Exercise 5 page 67

- Play the recording. Students listen and repeat the sentences in exercise 4. Encourage them to focus on the pronunciation of *will* and *won't* as they repeat the sentences.

**Transcript** 3.04 page 67

### Extension – stronger students

Write the following endings on the board: ...*you'll catch a cold*, ... *it'll taste better*, ... *you'll be late*, ... *you'll pass your exams*, ... *we won't go out*. Students work in pairs and think of suitable main clauses for the conditional sentences.

### Extension – weaker students

Write the following words and phrases on the board in two separate columns. First column: *move house, good job, London, exercise, holiday*. Second column: *garden, save money, English, get fit, relax*. Students have to make five first conditional sentences by matching information from each column together, e.g. *If I move house, I will have a bigger garden*.

### Exercise 6 page 67

- Refer students to the picture of the black cat and ask them if they think a black cat is lucky or unlucky.
- Draw students' attention to the text and tell them to skim-read it quickly. Ask them how many different countries are mentioned. Elicit that three countries are mentioned: Britain, Japan and the USA.
- Students complete the text using the correct form of the verbs in brackets. Students check their answers in pairs. Check answers as a class.



- 1 walks 2 'll have 3 crosses 4 'll bring 5 break  
6 'll be 7 touch 8 'll prevent 9 look 10 won't find  
11 decide 12 'll try

### Exercise 7 page 67

- Refer students to the questions. Working in pairs, they ask and answer the questions using the first conditional.
- Monitor, checking for correct use of the first conditional.
- When students have finished, get some feedback by asking a few students about their partner.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use the first conditional. I can talk about a future situation and its consequences.*

## 7E Reading

### Don't get fooled again

#### LESSON SUMMARY

**Reading:** article about April Fool's Day

**Vocabulary:** words connected with time and dates

**Project:** researching past April Fool's jokes

**Topic:** family and social life

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 7 and 8. Exercises 5 and 7 can be set for homework.

#### LEAD-IN 3-4 MINUTES

- Elicit the meaning of the verb *to fool* from the class. Working in pairs, students tell each other about a time they were fooled.
- After 1-2 minutes, stop the students and get some feedback from the class by asking a few students to describe their partner's experience.
- Ask students if they have heard of *April Fool's Day* and when it is. Ask if they know what traditionally happens on this day in the UK.

### Exercise 1 page 68

- Refer students to the three photos and ask them what they can see. Elicit that in the first photo, there is a woman who is collecting spaghetti from a tree. In the second photo, there is a picture of Big Ben with a digital clock face and in the third photo there are flying penguins.
- Tell students to work in pairs and to discuss what is strange about each photo. After 1-2 minutes, stop the students and get some feedback.

The first photo is strange because spaghetti is made from wheat and does not grow on trees.

The second photo is strange because Big Ben is famous for its traditional clock face.

The third photo is strange because penguins do not fly.

### Exercise 2 page 69

- Tell students to have a quick read through the text. Working in pairs, they decide which is the funniest April Fool's trick. Get some feedback from one or two pairs.

### Transcript 3.05 page 69

### Exercise 3 page 69

- Refer students to the *Exam strategy* and go through it with them. Explain that when they are filling gaps in a text, they should read the sentences around the gap carefully. There is usually a link between the context of the gap and the sentence that is needed to fill it. Remind them that they should look for and underline keywords that will help them answer the questions.
- Allow students some time to read through the sentences. Students match each sentence with a gap in the text. Students check their answers in pairs. Check answers as a class.

1 b 2 e 3 a 4 f 5 c

### Exercise 4 page 69

- Students read the text again, then refer them to the questions. Remind them that it will not be necessary to read the whole text, as they should now have an idea which part of the text will be relevant for each question.
  - Students answer the questions and check their answers in pairs. Check answers as a class.
- It probably started in France in the 16th century.
  - (a) In France, people try to pin a paper fish onto somebody else's back.  
(b) In Portugal, people throw flour at each other.  
(c) In Belgium, children try to lock their parents or teachers out of their house or school.
  - Burger King's new invention was a hamburger for left-handed people.
  - The BBC said that spaghetti grew on trees.
  - The documentary said that penguins fly to the Amazon for winter.

#### Extension – stronger students

Students work in pairs and make five true or false sentences based on the text. When they have finished, they change partners so that they are all working with somebody different. They then decide if their partner's sentences are true or false without looking at the text.

### Exercise 5 page 69

- Students match the highlighted words with the definitions given. Encourage students to use the context of the sentence to help them.
  - Students check answers in pairs. Check answers as a class.
- 1 calendar 2 decade 3 date 4 annual 5 midday  
6 century

#### Extension – weaker students

Students write their own sentences using each of the highlighted words.

### Exercise 6 page 69

- Draw students' attention to the phrases. They work in pairs and explain their meanings to each other in their own language.
- Check answers as a class.



## Exercise 7 page 69

- You may need to set this activity as homework so that students can do some research. Divide students into groups and tell them that they have to find out about an April Fool's Day joke that happened in their own country.
- Point out the different questions, asking students to find out as much as they can about the joke. Encourage them to make notes in preparation for the next exercise.

## Exercise 8 page 69

- Students work in their groups and prepare a presentation on the joke that they researched in the previous exercise. Encourage them to use their notes. If possible, and if time permits, have the students make pictures to illustrate what happened.
- Students present their joke to the class. Encourage the other students to make notes and to ask questions, if they have any. At the end of the activity, take a vote on the best presentation and funniest joke.

## Exercise 9 page 69

- Refer students to the song and allow them time to read it. Play the song and students do the task.
- They discuss the questions in pairs. Check answers as a class.

### Culture note: *Superstition*

This hit song was written and sung by Stevie Wonder in 1972 for Motown Records. There have been numerous cover versions of the song by artists such as Alicia Keys, George Michael, and The Jonas Brothers.

## Transcript 3.06 page 69

1 wall 2 baby 3 luck 4 things 5 face 6 problem  
7 song 8 things 9 devil 10 baby 11 luck 12 things

The singer thinks superstitions are a bad thing because you suffer if you believe in them.

## Exercise 10 page 69

- Students write correct English for the words listed.

## Transcript 3.06 page 69

about; looking; is not; going; want to; yes; nothing

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand an article about a cultural tradition. I can describe and discuss past jokes.*

# 7F Everyday English

## Giving advice and recommendations

### LESSON SUMMARY

**Listening:** getting information in a tourist office

**Speaking:** exchanging information in a tourist office

**Grammar:** *should* and *ought to* for suggestions, advice, opinions

**Topic:** travel and tourism

### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercises 8 and 9. Exercises 3 and 7 can be set for homework.

### LEAD-IN 3-4 MINUTES

- Students work in pairs. Ask them to think about their favourite tourist attraction in their own country and to say why they like it. Get some feedback from the class.
- Alternatively, ask students to imagine that someone is coming to visit their area for a few days. In pairs, students make a list of things to do, places to visit, etc. Get feedback from pairs around the class.

## Exercise 1 page 70

- Refer students to the photo and to the questions. Working in pairs, students discuss the photo. After 1-2 minutes, discuss the photo as a class.

1 The people are in a tourist office.

2 The tourist officer is probably giving the woman advice about tourist attractions.

## Exercise 2 page 70

- Students read and listen to the dialogue and answer the question. Students check their answer in pairs. Check answers as a class.

## Transcript 3.07 page 70

The information officer suggests three things: the Roman Baths, an open-top bus tour of the city and shopping in SouthGate.

### Extension – fast finishers

Tell students to work in pairs and to practise the dialogue in exercise 2, each student taking a different role. Encourage them to copy the intonation of the speakers as much as possible. When they finish, they swap roles.

## Exercise 3 page 70

- Refer students to the words and ask them to divide them into the two categories given. Students check their answers in pairs. Check answers as a class.

**Events:** carnival, concert, festival

**Places to visit:** art gallery, castle, cathedral, church, market, museum, old town, opera house, palace, park, restaurant, shopping district

## Exercise 4 page 70

- Tell students they are going to listen to a dialogue between tourists and a tourist information officer. As they listen, tell them to underline the places in exercise 3 that are mentioned in the dialogue.
- Play the recording. Students check their answers in pairs. Check answers as a class.



## Transcript 3.08 page 70

**Information Officer** Good afternoon. Can I help you?

**Woman** Yes, we'd like some information about the city.

**IO** Certainly, what would you like to know?

**Woman** Pardon? I'm a little hard of hearing. Could you speak up a bit?

**Man** He says what would we like to know, dear.

**Woman** Well, my husband and I are here for a few days. What do you recommend we see?

**IO** Well, there's the castle of course, and two or three beautiful churches.

**Woman** How much does it cost to get into the castle?

**IO** I think it's £10.

**Woman** That's rather a lot.

**IO** There may be a reduction for senior citizens. This leaflet here has all the information.

**Woman** Thank you. What about art galleries?

**IO** There's a museum of modern art.

**Woman** I'm sorry, could you repeat that?

**IO** There's a museum of modern art.

**Woman** Oh, no, we don't like modern art, do we, Geoffrey?

**Man** No, dear. You don't.

**Woman** What was that, Geoffrey? Speak clearly. Now, can you recommend a good restaurant that serves local food? Nothing too expensive, mind.

**IO** Well, there are a number of good restaurants in King's Road.

**Woman** Can you show me where that is on the map?

**IO** Yes, we are here...and King's Road is here. I think you should probably get a bus or a taxi.

**Woman** Oh, no, we'll drive.

**IO** Cars aren't allowed in the city centre, I'm afraid.

**Woman** What did he say, Geoffrey?

**Man** Cars aren't allowed in the city centre.

**Woman** That's ridiculous.

**Man** It's quite a long way. Where can we get a taxi from?

**Woman** We're not wasting money on taxis, Geoffrey! And I refuse to use public transport. We'll just have to eat at the hotel.

**They talk about a castle, churches, art galleries, a museum and a restaurant.**

## Exercise 5 page 70

- Allow students some time to read through the sentences. Play the recording again. Students tick the sentences that the people in the recording say.
- Students check their answers in pairs. Check answers as a class.

## Transcript 3.08 page 70

1 b 2 a 3 a 4 b 5 a 6 b

## Exercise 6 page 70

- Refer students to the *Learn this!* box and tell them to find and underline examples of *should* and *ought to* in the dialogue in exercise 2.

### Learn this!

Point out that *should* and *ought to* mean the same thing and that we use them to give advice, to make suggestions and to give opinions. Explain that it is common to use them with *I think* or *I don't think*. Emphasise that if we want to say something negative, it is better to say *I don't think you should* than *I think you shouldn't*.

- 1 I think you should visit the Roman Baths.
- 2 You ought to go to SouthGate.

For further practice of *should* and *ought to*:

## Grammar Builder 7F page 117

- 7 1 You should / ought to take an aspirin.
- 2 You should / ought to ask her out.
- 3 You should / ought to report it to the police.
- 4 She should / ought to see a doctor.
- 5 You should / ought to wear something smart.
- 6 You should / ought to stop smoking.

## 8 Students' own answers

## Exercise 7 page 70

- Tell students to imagine that somebody is visiting their town. They do the task in pairs.
- Get some feedback from each pair. Do the other students agree with the different advice and suggestions?

### Alternative activity

Students work in pairs. Read out the situations below:

*I want to improve my English. I can't sleep at night. I'm bored.*

*I want to get fit. I forgot my umbrella and it's raining.*

After each situation, pause for students to write down a piece of advice for you before moving on to the next situation. Get feedback from each pair for each situation.

## Exercise 8 page 70

- In pairs, students work to create a short dialogue in a tourist information office. Refer them to the instructions and tell them to include all of the information required. Encourage them to refer to the dialogue in exercise 2 for ideas.
- Monitor, helping out as necessary.

## Exercise 9 page 70

- Encourage students to practise their dialogue. If necessary, play the students from exercise 2 once more for them to have as a model and encourage them to copy the intonation of the speakers. Monitor the students, listening out for correct pronunciation and intonation.
- When students have practised, they act out their dialogue for the class. Which pair has the best dialogue?

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can exchange information about tourist attractions. I can make suggestions, give advice and give opinions using should and ought to.*



# 7G Writing

## Invitations

### LESSON SUMMARY

**Vocabulary:** colloquial expressions

**Writing:** making, accepting and declining invitations

**Topic:** family and social life

### SHORTCUT

To do the lesson in 30 minutes, any of the exercises 3, 4, 5, 6, 7 or 8 can be set for homework.

### LEAD-IN 2-3 MINUTES

- Divide students into pairs. Tell them to imagine that they are having a party and that they are allowed to invite three celebrities. Allow them 1 minute to decide on the three celebrities that they would like to invite.
- After 1 minute, get some feedback from the students by asking one or two pairs to tell the class whom they would like to invite to their party. Do the rest of the class agree with their choice?
- Alternatively, write the word *invitation* on the board. Ask students to think of different situations for **inviting people**, e.g. a birthday party, a wedding, a graduation ceremony. In pairs, students ask each other questions **about the last time** they were invited to an event.

### Exercise 1 page 71

- Refer students to the four invitations. Tell them to read through the invitations quickly and to decide if each one is making, accepting or declining an invitation. Make sure students understand the meaning of *accept* (to say 'yes') and *decline* (to say 'no').
- Students check their answers in pairs. Check answers as a class.

**b** Imogen is accepting; **c** Louis is declining;  
**a** Sam is making; **a** Hannah is making

### Exercise 2 page 71

- Students go through the invitations in exercise 1 and identify and underline the expressions used to make, accept and decline invitations. Students check their answers in pairs. Check answers as a class.

#### Making invitations

Fancy joining us?

Can you come...

Let me know asap

#### Accepting invitations

I'll be there for sure!

#### Declining invitations

I can't make it – sorry!

It's too bad, because...

### Exercise 3 page 71

- Students read the notes again and answer the questions based on the invitations. Check answers as a class.

- 1 It's on New Year's Eve.
- 2 Imogen really likes them.
- 3 Sam is going to have a sleepover with pizza and DVDs.
- 4 Louis is going to see his cousins that night.
- 5 Hannah invites Julie to a barbecue on the beach.
- 6 No, she doesn't.

### Exercise 4 page 71

- Refer students to the *Writing strategy*. Point out that it is quite common to use abbreviations in informal messages and invitations to friends and families. They should not, however, be used in more formal contexts.
- Students do the task and check answers in pairs. Check answers as a class.

- 1 for example
- 2 telephone number
- 3 I also want to say
- 4 Please reply
- 5 barbecue
- 6 as soon as possible

### Exercise 5 page 71

- Point out the highlighted expressions in the invitations in exercise 1 and ask students to match them with the definitions given. Students check their answers in pairs. Check answers as a class.

- 1 make it
- 2 fab
- 3 get in
- 4 invite
- 5 ages
- 6 for sure
- 7 stuff
- 8 awesome
- 9 messed up

### Extension – fast finishers

Tell students to make their own sentences using the colloquial expressions in the invitations to illustrate their meanings.

### Exercise 6 page 71

- Students complete the colloquial expressions with the words given. They then match the colloquial expressions with their meanings.
- Students check their answers in pairs. Check answers as a class.

- 1 cash (b)
- 2 chill out (a)
- 3 place (d)
- 4 guys (c)

### Exercise 7 page 71

- Students do the task. Encourage them to refer to the examples in exercise 1 and to use as many of the colloquial expressions they have learned as they can.
- Point out that they should include all of the information that is being asked of them. Monitor the students, helping as necessary.

### Exercise 8 page 71

- Students work in pairs. They swap the invitations they made in exercise 7 and write a response to their partner's notes, either accepting or declining the invitation.
- Once again, refer the students to the instructions and remind them to include all of the information that is asked of them.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use colloquial expressions. I can write a note replying to an invitation.*



## Get Ready for your Exam 4

### LEAD-IN 2-5 MINUTES

- Ask students to work in pairs to decide who they think is the most intelligent person who ever lived.
- After about 2 minutes, stop the students and get some feedback from a few pairs.

## Reading

### Exercise 1 page 72

#### GET READY TO READ

- Students discuss the questions in pairs.
- Get feedback from the class.

### Exercise 2 page 72

#### READING EXAM TASK – MATCHING HEADINGS TO PARAGRAPHS

- Go through the instructions and explain the task to the students. Point out that they need to get a good idea of the overall meaning of each paragraph in order to match them to the headings. They can do this by identifying relevant keywords that contribute to the overall meaning.
- Students do the task. Encourage them to underline the parts of the text that help them to find their answers. They check their answers in pairs. Check answers as a class.

A 4 B 1 C 6 D 3

## Speaking

### Exercise 3 page 72

- Refer students to the columns and ask them to match the items together to make functions for smartphones. They check their answers in pairs. Check as a class.
- Ask the students to discuss in pairs which of the functions their phones have got. Get feedback from a few pairs.

MP3 player; address book; appointment calendar; web browser; onscreen keyboard; text messaging; email access; video recording; digital camera; voice dialling

### Exercise 4 page 72

#### GET READY TO SPEAK

- Draw students' attention to the incomplete text and allow them 1 minute to read it. Ask them what the text is about and elicit that it is giving instructions for sending a text message.
- Play the recording. Students complete the text with the words given. Check answers as a class.

### Transcript 3.09 page 72

1 Turn on 2 pressing 3 touch 4 icon 5 scroll down  
6 select 7 key in 8 button

### Exercise 5 page 72

#### SPEAKING EXAM TASK – ROLE-PLAY

- Read the task with the students and make sure they understand what they have to do.
- Tell them that they should include all of the points that are required. Remind them to use the vocabulary from exercises 3 and 4 in their answers.

- In pairs, students do the task. Monitor, making a note of any errors you would like to come back to later, but try not to interrupt the students too much.
- At the end of the activity, choose a stronger pair to act out the role-play for the rest of the class.

## Listening

### Exercise 6 page 73

#### GET READY TO LISTEN

- In pairs, students discuss the two questions. Encourage them to explain their opinions.
- Get feedback by asking a few pairs to tell the rest of the class their opinions.

### Exercise 7 page 73

#### LISTENING EXAM TASK – MATCHING STATEMENTS

- Go through the instructions and explain the task to the students. As always, they should read the sentences carefully before listening and identify keywords. Remind them that they may not hear the same words in the listening exercise and that they should listen for synonyms.
- Play the recording. Students match the sentences with a speaker. Remind them there is one sentence they do not need to use. Students check their answers in pairs.
- Play the recording a second time. Check answers as a class.

### Transcript 3.10 page 73

#### Presenter

Welcome to *Food Diary*. We are discussing the nation's favourite dishes and this week we talk to five of the best chefs working in Britain today. We ask them what their favourite British meal is.

#### Speaker 1

I grew up in a seaside village in Wales. Every Friday I went to the fish and chip shop after school and bought some to take home for everybody. The fish was so fresh and the batter round the fish was light and delicious. So were the chips. It's a meal I now make in my fish restaurant and people like it so much that they sometimes queue right out of the door to get it!

#### Speaker 2

My favourite dish when I was young was my mother's steak and kidney pudding. It's basically a pie with meat and onion in it. My mum made the best steak and kidney pudding ever, but I try to make the second-best one. I use the very best meat. You can follow my special recipe in my latest cookbook.

#### Speaker 3

In my television programme I show you how to make my favourite British dish – fresh fruit trifle. I loved it as a child. We had it every Christmas and on birthdays in our family. You can use any fruit. But the secret is to leave the cake pieces in sherry for a long time, and use lots of fresh cream.

#### Speaker 4

My parents are Italian, so I always ate wonderful Italian food at home. But the British dish I remember is fish pie. I used to eat it at my friend's house. I loved the mashed potato and cheese on the top, and the different pieces of fish and vegetables underneath. It's so good you can have it at my Italian restaurant.

#### Speaker 5

I think the most famous British dish is a full English breakfast. We ate this at home on Sundays. My aunt and uncle came round to our house to make it. They brought wonderful bacon and sausages from their farm. I loved the fried tomatoes and mushrooms. You can have a full English breakfast every day until midday at my London hotel.

1 F 2 D 3 B 4 C 5 E



## Use of English

### Exercise 8 page 73

#### USE OF ENGLISH EXAM TASK – OPEN CLOZE

- Refer students to the incomplete text and ask them to read it to find out how many people could eat the cake. Students read the text quickly, ignoring the gaps. Elicit that there was enough cake for half a million people.
- Explain the task, reminding students of this type of task that they did on page 12 of the Student's Book.
- Look at the first gap with the class. Ask them what kind of word would logically or grammatically fit. Elicit that the missing word must be *In*.
- Students complete the rest of the text and check their answers in pairs. Check their answers as a class and make sure they know why each word is the correct choice.

1 In 2 its 3 of 4 an 5 the 6 for 7 to 8 with  
9 than 10 enough 11 a 12 in

## Speaking

### Exercise 9 page 73

#### GET READY TO SPEAK

- Divide students into pairs and refer them to the questions. Allow them about 2 minutes to discuss them.
- Monitor the students as they speak, helping out with vocabulary or ideas as necessary. Get some feedback by briefly discussing the questions as a class.

### Exercise 10 page 73

- Draw students' attention to the pictures and to the adjectives given. In pairs, they discuss the two pictures using the adjectives. Refer them to the example sentences and monitor as they speak, helping out where necessary.
- If time permits, ask a pair or two to talk about the pictures for the class.

### Exercise 11 page 73

- Tell students to look at the pictures again and play the recording. They answer the question. Check answers as a class.

### Transcript 3.11 page 73

I'd rather go to the restaurant in picture 1 with my friends because it seems less formal. The waiter looks friendly and he is wearing casual clothes. There are some young people in the restaurant, so it's probably quite relaxed. I think it serves Italian food – pasta and pizza. My friends love Italian food so, in my opinion, they will enjoy having a meal there.

I wouldn't like to go to the restaurant in picture 2 because it looks more formal and it is probably more expensive. I'm not very keen on formal restaurants. The people look very elegant. The waiter is wearing a white shirt and a tie and the tables are neatly laid. So it's definitely not a place for a group of students.

She decides to go to the restaurant in the first picture, as it seems less formal and her friends love Italian food.

### Exercise 12 page 73

- Students look through the expressions. Play the recording a second time for them to tick which expressions the student uses in her answer.
- Students check answers in pairs. Check answers as a class.

### Transcript 3.11 page 73

I'd rather...  
It seems...  
I wouldn't like...  
It looks...  
I'm not very keen on...

### Exercise 13 page 73

#### SPEAKING EXAM TASK – PICTURE COMPARISON

- Read through the situation with the students. Remind them that they should both compare and contrast the two restaurants before they answer the question. Divide them into pairs to do the task, swapping roles when they finish.
- Monitor the students carefully, helping out where necessary and making a note of errors to address later. If time permits, ask one or two stronger students to perform the task for the class as an example.

## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can match headings to paragraphs for the reading section of the exam. I can take part in a role-play and I can compare and contrast photos for the speaking section of the exam. I can match sentences to speakers for the listening section of the exam. I can complete an open cloze task for the Use of English section of the exam.*



# 8 What if ... ?

## Map of resources

### 8A Vocabulary and listening

Student's Book p74, Workbook p70

Photocopiable Activity: 8A Natural disasters

### 8B Grammar

Student's Book p75, Workbook p71

Photocopiable Activity: 8B What would you do?

### 8C Culture

Student's Book p76, Workbook p72

Photocopiable Activity: 8C How green are you?

### 8D Grammar

Student's Book p77, Workbook p73

Photocopiable Activity: 8D I wish ...

### 8E Reading

Student's Book p78, Workbook p74

Photocopiable Activity: 8E Natural disaster preparation (Project)

### 8F Everyday English

Student's Book p80, Workbook p75

Photocopiable Activity: 8F Green issues

### 8G Writing

Student's Book p81, Workbook p76

Photocopiable Activity: 8G The world in our hands

### 8 Review and Tests

Self-check 8: Workbook p77

Photocopiable Activity: 8 Review (Board game)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 8 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 6

Workbook pp78–79

### Units 7–8

Language Review, Student's Book p88

Skills Round-up 1–8, Student's Book p83

### iTools Unit 8

### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive Exercises (8 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 8A Vocabulary and listening

### Planet Earth

#### LESSON SUMMARY

**Vocabulary:** natural disasters

**Listening:** talking about natural disasters

**Writing:** news report

**Speaking:** presenting a news report

**Topic:** environment

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 8. Exercises 6, 7 and the Vocabulary Builder activities can be set for homework.

#### LEARNING TIPS

- Write *Extreme weather* on the board. Ask the students what they understand by this.
- Working in pairs, students decide if they would prefer to live for a month in extremely hot weather or extremely cold weather. Allow them 1–2 minutes to decide. When they have finished, get some feedback from the class by asking a few students to describe their partner's preference.

#### Exercise 1 page 74

- Refer students to the photos and discuss them as a class. Has anybody experienced one of these events? Which of them have they seen on TV? What do they think would be the worst event to experience?
- Elicit as much response from the class as you can, writing any new vocabulary or phrases on the board for the students. Alternatively, you could divide the class into smaller groups to discuss these questions.

#### Exercise 2 page 74

- Draw students' attention to the words in the list and ask them to match six of them to the photos.
- Students check their answers in pairs.


1 tornado 2 avalanche 3 landslide 4 forest fire  
5 volcanic eruption 6 drought

#### Extension – fast finishers

Ask students to discuss which parts of the planet suffer from the different types of disasters the most, and if any of them happen in their country.

#### Exercise 3 page 74

- Play the recording. Students check their answers for exercise 2. Pause the recording after each natural disaster to allow students time to repeat the words.

Transcript  3.12 page 74



For further practice of vocabulary related to natural disasters:

### Vocabulary Builder 8 (Part 1) page 131

- 1 1 earthquake 2 tsunami 3 disease 4 flood  
5 hurricane 6 famine
- 2 a volcanic eruption b flood c landslide d avalanche  
e drought f forest fire

### Exercise 4 page 74

- Refer students to the questions and ask them to work in pairs, answering the questions using the natural disasters from exercise 2.
- Check answers as a class.

- 1 **water:** avalanche, flood, hurricane, tsunami;  
**no water:** drought, famine
- 2 **wind:** forest fire, hurricane, tornado
- 3 **very hot temperatures:** drought, forest fire, volcanic eruption
- 4 **rocks or earth moving:** avalanche, earthquake, landslide, volcanic eruption

### Extension – weaker students

Students write a short description of six of the natural disasters in exercise 2. Encourage them to use the ideas from exercise 4 to help them.

### Exercise 5 page 74

- Tell students they are going to listen to ten people talking about a natural disaster.
- Before they listen, allow them some time to think about words related to each natural disaster that they can listen out for in the recording, e.g. for *avalanche* they might hear *mountains, skiing, lots of snow, etc.* Remind students that this is a useful thing to do before they do a listening exercise.
- Play the recording, pausing after each speaker to allow students time to choose a natural disaster. Students check their answers in pairs. If necessary, play the recording a second time without stopping. Check answers as a class.

### Transcript 3.13 page 74

- We were skiing near to Chamonix in the Alps when the snow on the slope above us started to slide down towards us.
- It starts with a bad headache and sickness. People usually recover if they see a doctor quickly.
- The water is two metres deep in parts of the town. And the situation won't get any better until the rain stops.
- We saw a huge wave moving towards the shore at a terrifying speed. Luckily we managed to escape to higher ground.
- I woke up suddenly in the middle of the night when my bed started to shake. It lasted about thirty seconds.
- The eruption started at 3 p.m. The mountainside exploded and millions of tonnes of lava flowed down into the sea.
- It hasn't rained for over six months in this part of Africa. The crops are dying in the fields.
- The flames swept through the dry forest, destroying thousands of hectares of trees.
- Heavy rains caused tonnes of rock and mud to slide down the mountainside, destroying a road and a railway line.
- If food doesn't reach the poorest region in the north of the country, then thousands of people will die of hunger.

- 1 avalanche 2 disease 3 flood 4 tsunami 5 earthquake  
6 volcanic eruption 7 drought 8 forest fire 9 landslide  
10 famine

### Exercise 6 page 74

- Refer students to the news report and ask them when the hurricane stopped. It stopped at about 4 a.m. on Sunday.
- Students complete the news report with the words given. Students check answers in pairs. Listen and check.

### Transcript 3.14 page 74

- 2 lasted 3 reached 4 left 5 lost 6 injured 7 rescued  
8 sent 9 damaged 10 destroyed

### Exercise 7 page 74

- Divide students into small groups of three. Refer them to the notes about a tornado and allow them some time to go through them. Make sure the students understand the events of the tornado.
- In their groups, students write a short news report similar to the one in exercise 6. Encourage them to use it as a model and to use words and phrases from it.
- Monitor, helping out as necessary.

### Extension – stronger students

Divide the class into small groups. Tell each group to choose one of the natural disasters from exercise 2 (make sure each group chooses a different disaster). In their groups, they create their own news report about their disaster. Tell them to be creative and to use the ideas in exercises 6 and 7 to help them. When students have finished, have a news round-up in the class with each group presenting their news story.

### Exercise 8 page 74

- Each group presents their news story to the rest of the class. To make this more competitive, you could ask the class to vote on the best news story.

For practice of word formation:

### Vocabulary Builder 8 (Part 2) page 131

- 3 1 information 2 reaction 3 education 4 protection  
5 darkness 6 goodness

### 4 Transcript 3.15

- 1 inform-information (different stress) 2 react-reaction  
3 educate-education (different stress) 4 protect-  
protection 5 dark-darkness 6 good-goodness

- 5 1 Tiredness 2 oppression 3 information 4 protection  
5 reaction 6 darkness

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can talk about and understand reports about natural disasters.*



## 8B Grammar

### Second conditional

#### LESSON SUMMARY

**Grammar:** second conditional

**Speaking:** imaginary consequences

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 7 and 8. Exercises 4, 5, 6 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 3-4 MINUTES

- Students work in pairs. Tell them to imagine that they had to live without electricity for one week and to choose the three things they would miss most.
- After 1 minute, stop the students. Get some feedback from each pair about the things they would miss the most without electricity.

#### Exercise 1 page 75

- Draw students' attention to the text and tell them to read it quickly and answer the question.
- Students check answers in pairs. Check the answer as a class.

Olivia Wilde supports Power Up Gambia, a charity that provides solar energy for hospitals and health clinics in The Gambia.

#### Exercise 2 page 75

- Go through the *Learn this!* box with the class. Students look through the text to find three conditional sentences, circling the *if* clause and underlining the main clause.

#### Learn this!

Remind students about the zero conditional (Unit 6) and first conditional (Unit 7) and elicit that there are two clauses in conditional sentences: the *if* clause and the main clause.

Explain that second conditional sentences also have two clauses and point out that we use the past tense in the *if* clause and *would* + verb in the main clause.

Explain that we use the second conditional when we imagine an event and talk about its consequences, e.g. *If I won the lottery, I'd buy a big house for my parents.* It is unlikely that I will win the lottery, but I am using my imagination to think about what I *would* do in this situation if it happened.

Finally, point out that we normally use *were* instead of *was* when we use the past simple singular form of the verb *be* in the *if* clause. It is common to use *was*, however, in spoken English.

- 1 'If you went to hospital and there were no electricity, you would be amazed.'
- 2 'If they had electric lights, these operations would be easier and safer.'
- 3 'If I were a superhero, I'd want electrical power in my fingers.'

For further practice of the second conditional:

#### Grammar Builder 8B page 118

1 1 e 2 a 3 f 4 b 5 d 6 c

2 1 knew 2 had 3 had 4 went 5 wouldn't be  
6 wouldn't use 7 'd have 8 wouldn't be

3 2 If I didn't go to bed late, I wouldn't always be tired in the morning.

- 3 If I liked football, I'd watch the World Cup final.
- 4 If it weren't warm outside, I'd take a coat with me.
- 5 If she had her address book with her, she'd send some postcards.
- 6 If I understood this exercise, I could do it. / If I understood this exercise, I'd be able to do it.

#### Exercise 3 page 75

- Students match the clauses together to make second conditional sentences. They then complete them with the correct form of the verb.
- Students check answers in pairs. Check answers as a class.

- 1 d If we used our cars less, the air would be cleaner.
- 2 a If everybody took showers instead of baths, they'd use less water.
- 3 c Some islands would be underwater if sea levels rose.
- 4 e I'd walk to school if I lived closer.
- 5 b If shoppers paid for plastic bags, they'd reuse them more.

#### Extension – fast finishers

Students write two or three more sentences related to the topic using the second conditional.

#### Exercise 4 page 75

- Refer students to the text and ask them to tell you what the main idea is. Elicit that the text is saying that the government should make it safer to cycle.
- Students do the task and check their answers in pairs. Check answers as a class.

- 1 would be 2 did 3 built 4 would be
- 5 would cycle 6 didn't think 7 travelled
- 8 wouldn't be 9 used 10 would improve

#### Exercise 5 page 75

- Refer students to the *if* clauses and remind them that as they are second conditional clauses, they are imaginary. Tell them to think about each situation and to make notes about what they would do in each case.
- Monitor the students as they work, helping out with ideas and vocabulary as necessary.

#### Exercise 6 page 75

- Students write questions for the situations in exercise 5. Monitor to make sure they are forming them correctly.
- When students have finished, check the correct question structures as a class.

- 1 What would you do if you could have any job in the world?
- 2 If you saw a ghost, what would you do?
- 3 What would you do if you found an expensive watch in the street?
- 4 If you didn't have to go to school, what would you do?
- 5 What would you do if you won a million dollars?
- 6 If you saw your friend stealing from a shop, what would you do?

#### Exercise 7 page 75

- Students work in pairs and ask and answer the questions they made in exercise 6. Remind them to use the notes they made in exercise 5 as they answer the questions.
- Monitor the students, checking for the correct verb forms.



## Exercise 8 page 75

- Students tell the rest of the class about their partner, using conditional sentences. If it is a large class, you could divide it into smaller groups. Make sure students are using the correct form of the verbs in their second conditional sentences.

### Alternative activity

Put the following *if* clauses on the board: *If time travel were possible...*; *If the world were flat...*; *If money didn't exist...*; *If you were British...*

Students work in pairs and complete the sentences with a main clause. Encourage the students to use their imagination and think of as many possible endings to the sentences as they can.

Get feedback from each pair and have a class vote for the most original sentences.

### Extension – stronger students

Students work in pairs. Read out the following situations and tell students to write down what would happen if the situation were different by using a conditional sentence: *He gets tired because he works so hard*; *I don't know the answer so I can't do the homework*; *She's ill so she can't come to the party*; *He's not clever enough to become a doctor*; *It isn't warm enough to go to the beach*.

### Extension – weaker students

Tell students to imagine that they have just won €1 million. Working in pairs, they write down five things they would do with the money.

## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use the second conditional to talk about an imaginary situation and its consequences.*

# 8C Culture

## Rubbish

### LESSON SUMMARY

**Reading:** recycling

**Listening:** opinions on recycling

**Speaking:** discussing recycling

**Topic:** environment

### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercise 7. Exercises 3 and 4 can be set for homework.

### LEAD-IN 3–4 MINUTES

- Write *Rubbish* on the board. Tell the students to work in pairs and give them 1 minute to make a list of common things they regularly throw into the rubbish.
- After 1 minute, stop the students and get feedback from the class by asking each pair to say what is on their list. Who has the longest list?

## Exercise 1 page 76

- Refer students to the photo and to the title of the text. Ask students why this family might be proud of their dustbin. Elicit any acceptable answers from the class.

## Exercise 2 page 76

- Students read the text then check the answer to exercise 1. Remind them to skim-read it and to aim for a general understanding of the text, rather than trying to understand each individual word.
- Check the answer as a class.

## Transcript 3.16 page 76

The family is proud because it has taken them a year to fill their dustbin.

## Exercise 3 page 76

- Students reread the text, then answer the questions based on the text. Students check their answers in pairs.
  - Check answers as a class.
- It's difficult to put the lid on because the bin is so full.
  - They stopped using plastic bags because they cause pollution and harm sea creatures.
  - They take their own bags so they won't have to use plastic bags.
  - They buy it because they can recycle the aluminium.
  - She buys one big packet a week so that she won't waste as much plastic.
  - They have a website so that other people can read it and reduce their waste too.

## Exercise 4 page 76

- Refer students to the incomplete phrases and point out that they are all in the text. Students search the text for the phrases and complete them by putting the verbs in the right place.
  - Students check answers in pairs. Check answers as a class.
- cause
  - harm
  - reuse
  - recycle
  - eat
  - make
  - reduce
  - make

### Extension – stronger students

Students write a short paragraph about why recycling is a good idea and what can be done. Encourage them to use phrases from exercise 4 where possible.

### Extension – weaker students

Students make sentences using the phrases in exercise 4.

### Alternative activity

Students work in pairs. If you have done the *Lead-in*, remind them of the things that they said they regularly throw out. In their pairs, prepare a plan of what they could do to recycle more. Tell them to think about objects that can be recycled and to think about what they can do differently to reduce things like packaging and unnecessary waste. Get some feedback from each pair.

## Exercise 5 page 76

- Explain the task. Draw students' attention to the summaries of the opinions a–e and go through them as a class.
- Play the recording. Pause after each speaker to allow students time to match an opinion with each speaker. Point out that there is one extra opinion that they do not need to use. Students check their answers in pairs. Check answers as a class.



## Transcript 3.17 page 76

**Ava** I think it's important to recycle as much as you can because it saves energy – and it saves natural resources too. For example, if we all recycled paper and cardboard, then they wouldn't need to cut down as many trees. So I always put paper in the recycling bin, not in the dustbin. I try to recycle glass too, but that's more difficult – there aren't so many recycling bins for glass. In my view, you don't have to recycle everything – a little is better than nothing.

**James** I'm pretty good about recycling, really – paper, glass, plastic. I make sure I don't throw any of those materials in the dustbin. But some people don't really care about it – the rest of my family, for example! The worst is my dad. He never puts stuff in the recycling bin, even if there's one right next to him. I keep telling him to do it and he says, 'Yeah, right, I will' – but then next time, he doesn't. He says he can't get used to it. If you ask me, he's just lazy.

**Charlotte** You see a lot of signs about recycling. And some people talk about it all the time – recycle this, don't waste that. It gets so boring! To be honest, I don't pay much attention. I'm not going to carry an empty drinks can with me all day just so that I can put it in a recycling bin. The way I see it, life's too short to worry about recycling. There are plenty of other things to worry about.

**Archie** We've got a system at home. We put paper in one box, glass in another box and plastic in another. Since we started doing that, we don't even fill up the dustbin during the week. It's made a real difference – we're producing much less rubbish, and that's good for the environment. The thing is, we live on a crowded planet – more than six billion people! We have to think about the rubbish we produce or there just won't be anywhere to put it all.

1 e 2 a 3 d 4 b

### Exercise 6 page 76

- Go through the *Speaking strategy* with the students and draw their attention to the phrases we use when we give our personal opinions.
- Play the recording a second time. Students tick any phrases they hear. If the class is stronger, ask them to listen out for any other phrases the speakers use to express their opinion too, e.g. *If you ask me, To be honest, The thing is...*
- Students check answers in pairs. Check answers as a class.

## Transcript 3.17 page 76

In my view (Ava)

The way I see it... (Charlotte)

Other phrases used:

I think... (Ava)

If you ask me, ... (James)

To be honest (Charlotte)

The thing is (Archie)

### Exercise 7 page 76

- Working in pairs, students ask and answer questions 1–3. Encourage them to use the vocabulary from exercise 4 and the phrases from the *Speaking strategy* and recording 3.17 as they give their opinions.
- Monitor the students, helping out with vocabulary or ideas as necessary and making a note of any general errors to address at the end of the activity.

### Extension – stronger students

Ask students to write some short paragraphs using the questions in exercise 7 to guide them.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand a text about recycling. I can understand different opinions on recycling. I can talk about recycling.*

## 8D Grammar

### I wish ...

#### LESSON SUMMARY

**Grammar:** *I wish ...*

**Speaking:** talking about wishes

#### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercise 7. Exercises 4, 5, 6 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 4–5 MINUTES

- Tell the students to work in pairs and to imagine that they have three wishes. Students have 1 minute to agree on what they would wish for.
- After 1 minute, get some feedback from the class by asking each pair to tell the class about one of their wishes. Encourage them to use the second conditional, e.g. *If we had three wishes, we would wish for ...*

### Exercise 1 page 77

- Refer students to the two pictures and allow them some time to examine them. Ask them which situation they would prefer to be in.
- Students answer the questions and check their answers in pairs. Check answers as a class.

1 Yes, she lives near a factory. No, she isn't happy about it.

2 No, he doesn't know anybody at the party. No, he isn't happy about it.

### Exercise 2 page 77

- Refer students to the *Learn this!* box and ask them to complete the rule by choosing the correct tense. Go through the *Learn this!* box with the students.

#### Learn this!

Explain that we use *wish* + past tense to talk about something in the present that we want to change. Emphasise that even though we use the past tense, we are still talking about a situation in the present. For example, *It is raining now but I want to play football. I wish it weren't raining.* Point out that, as in the second conditional, we normally use *were* instead of *was* after *wish* when using the singular form of *be* in the past.

past (tense)

For further practice of *I wish*:

#### Grammar Builder 8D page 118

- 4 1 had (c) 2 weren't (b) 3 could (f) 4 knew (e) 5 had (a) 6 were (d)
- 5 1 I wish I could play the piano.  
2 I wish I liked pasta.  
3 I wish I could ride a horse.  
4 I wish I had a pet.  
5 I wish I were taller.  
6 I wish I didn't have a lot of housework to do.  
7 I wish I were good at football.  
8 I wish I spoke Spanish



### Exercise 3 page 77

- Students complete the wishes with the correct form of the verbs in brackets. Students check their answers in pairs. Check answers as a class.
- Students decide whether they agree with the wishes or not. Get some feedback by asking a few students their opinion. If they disagree, encourage them to explain why.

2 were 3 didn't have to 4 could 5 had 6 lived 7 could  
8 were

### Exercise 4 page 77

- Draw students' attention to the picture and ask them what they can see in it. Elicit any acceptable responses.
- Students complete the sentences with the correct form of a verb and then match each wish with an empty thought bubble in the picture.

1 were (d) 2 had (c) 3 weren't (b) 4 could find (a)

#### Extension – fast finishers

Put the following situations on the board and tell students to rewrite them using *I wish*: *English grammar is boring; The teacher is very strict; I've got a lot of homework to do; I have an exam tomorrow; I can't use my dictionary in class.*

### Exercise 5 page 77

- Students complete the sentences with *I wish* + a suitable verb.
- Students check their answers in pairs. Check answers as a class.

2 I wish I had 3 I wish I were 4 I wish I spoke / could speak  
5 I wish I played / could play 6 I wish I were 7 I wish I lived  
8 I wish I didn't have

### Exercise 6 page 77

- Refer students to the verbs in the list. Tell them to make one wish for each of the verbs.
- Monitor the students as they work, helping out with any vocabulary or ideas as necessary. Make sure students are using the past tense after *wish*.

#### Students' own answers

### Exercise 7 page 77

- Working in pairs, students compare their wishes from exercise 6. Ask them to look out for similar wishes.
- Get some feedback from the class by asking a few students to describe their partner's wishes.

#### Alternative activity

Students work in pairs. Tell them to think about the town or city where they live and ask them to think of five changes they would like to make. Students make five wishes about their town or city.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can talk about situations I would like to change.*

## 8E Reading

### A real danger?

#### LESSON SUMMARY

**Reading:** article about asteroids

**Vocabulary:** word families

**Topic:** environment

#### SHORTCUT

*To do the lesson in 30 minutes, omit the extensions and exercise 6. Exercises 4 and 5 can be set for homework.*

#### LEAD-IN 3-4 MINUTES

- Ask the class if they have ever seen any films about huge natural disasters. Elicit any responses that the students give, e.g. *Armageddon*, *Deep Impact*, etc.
- Discuss one or two of the films with the students. Did they like them? Do they think the events in them could happen in real life?

### Exercise 1 page 78

- Refer students to the *Exam strategy* and remind them that when a text is accompanied by a chart or a picture, they should look at it, as it will help them understand the content.
- Students look at the pictures and then choose from the options a–d what they think the text will be about. Ask them to compare their answers in pairs.

### Exercise 2 page 78

- Students quickly read through the text to check their answer in exercise 1. Allow them no more than 1 minute for this. Remind them that this is what they should always do with a text to get the overall idea.
- Check the answer as a class.

c

### Exercise 3 page 78

- Refer students to the headings and go through them as a class. Explain that four of the headings will match with the sections in the text.
- Students read each section in a little more detail and match them with the appropriate headings. Again, remind them that as they are not looking for detailed information, they should not worry about unknown vocabulary, but look for keywords that will help them identify the answer.
- Students check answers in pairs. Check answers as a class.

### Transcript page 78

1 D 2 A 3 E 4 C

### Exercise 4 page 78

- Allow students some time to go through the sentences. Encourage them to underline keywords that will help them identify which section of the text they should search for their answer.
- Students decide if the sentences are true or false and check their answers in pairs. Check answers as a class.

1 F: Our solar system contains millions of asteroids.

2 T

3 F: If an asteroid landed in the ocean, there would be a giant tsunami.

4 T

5 F: The huge asteroid landed in Mexico.



**Exercise 5** page 78

- Students look through the text to find the verbs that belong to the word family of the nouns given. Check answers as a class.

1 die 2 failed 3 collide 4 destroyed 5 exploded

**Extension – weaker students**

Tell students to make five pairs of sentences using the words from exercise 5. Each sentence pair should mean the same thing, with one of them using the noun and the other using the verb. For example, *Tsunamis have caused a lot of deaths in the world. Many people in the world have died because of tsunamis.*

**Exercise 6** page 78

- Allow students 1–2 minutes to read through the text again. Tell them to cover the text when they have finished.
- Students work in pairs. Refer them to the different locations a–c and ask them to discuss, without looking at the text, what would happen if an asteroid landed in these places. Encourage them to use the vocabulary from exercise 5 to help them and remind them that they should be using the second conditional, as they are talking about an imaginary situation.
- Monitor the students, listening out for correct use of the second conditional and making a note of any general errors to address at the end of the activity.
- When students finish, ask a few students to describe for the class what would happen in each situation.

**Extension – stronger students**

In pairs, or small groups, students discuss how likely or possible they think the points below might be:

- A huge asteroid will eventually hit Earth and destroy most of it.
- All the volcanoes around the world will suddenly start erupting in succession.
- Sea levels will rise and some parts of the world will disappear.
- Animals in danger of becoming extinct, such as elephants, tigers, polar bears, etc. will disappear in the next 10 years.

**Lesson outcome**

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand an article about a natural disaster. I can recognise words in word families.*

**8F** **Everyday English**

**Stimulus discussion**

**LESSON SUMMARY**

**Listening:** comparing two photos

**Speaking:** comparing two photos

**Grammar:** *would* to talk about hypothetical situations

**Topic:** environment, state and society

**SHORTCUT**

To do the lesson in 30 minutes, omit the extension and exercise 1. Exercises 5 and 6 can be set for homework.

**LEARNING 3–4 MINUTES**

- Write *Charity organisations* on the board and ask the students what they are. Elicit that they are organisations that raise money for people in need. For example, they raise money for people in poor countries, people who are ill or people who have been affected by natural disasters.
- Give students 1 minute to work in pairs and think of any charities that they know of. Get some feedback from the class by asking each pair to name a charity. Does anybody volunteer or donate money to a charity?

**Exercise 1** page 80

- Elicit the meaning of fund-raising. Discuss the questions as a class. Remind students that fund-raising does not necessarily have to be for a charity; but it can be for other things – such as local projects – too.

**Exercise 2** page 80

- Refer students to the photos and the incomplete phrases. They complete the phrases with the words given and match three of them with each of the photos.
- Students check answers in pairs. Check answers as a class.

Photo 1: a get fit d sponsor a runner f take part in a sponsored run

Photo 2: b dress up as an animal c wave at passers-by e collect money

**Exercise 3** page 80

- Go through the task with the students and make sure they understand exactly what is being asked. Explain that the aim of the task is to make a decision based on the two photos. They will have to make a choice and explain it by giving reasons.
- Students listen to Peter doing the task. Ask them to count how many reasons he gives for preferring the first method.

**Transcript** 3.19 page 80

**Peter** Hmm... let me see. I'd choose the first method of raising money – the sponsored run. The main reason for this is that I think a sponsored run would raise more money because every runner would ask all their friends and family members to sponsor them. I mean, you can see in the photo that lots of people are taking part in the sponsored run at the same time, and there are lots of people watching, too. That's good, because it means lots of people know about the event. There's also the fact that there's a connection between the event and the reason for the event – what I mean is, you're raising money for sports equipment by doing a sports event: athletics.

I'm rejecting the second option because it would only involve a few people and probably wouldn't raise very much money. As you can see in the photo, the bear is waving at the passers-by, but nobody is looking!

**Peter gives four reasons:**

- It would raise more money.



- 2 Lots of people take part.
- 3 Lots of people know about it.
- 4 There's a connection between the event and its aim.

#### Exercise 4 page 80

- Refer students to the four categories of phrases that are useful in this task. Allow students time to read them.
- Play the recording a second time. Students listen out for the phrases Peter uses and tick any that they hear.
- Students check answers in pairs. Check answers as a class.

#### Transcript 3.19 page 80

I'd choose ... ; The main reason for this is that...; There's also the fact that...; I'm rejecting...because...

#### Exercise 5 page 80

- Go through the *Exam strategy* with the students. Explain that as they are talking about an imaginary choice, they will normally use *would* to explain their decision. Point out that a shorter and more common way of saying *would be able to* is to say *could* instead.
  - Refer students to the prompts and tell them to make sentences using *would*. Check answers as a class.
- 2 The first method would be good for everybody's health.
  - 3 The second method would be easy to organise.
  - 4 A sponsored run would need a lot of space.
  - 5 Dressing up as animals would make young children happy.
  - 6 Dressing up as an animal would be embarrassing.

#### Alternative activity

Students make two sentences about the photos in exercise 2 for each of the categories A–D given in exercise 4 using different phrases (eight sentences in total). Remind them that when giving their reasons, they should be using *would*.

#### Extension – fast finishers

Students work in pairs. Tell them to look at the two photos in exercise 2 once again. They take it in turns to do the task in exercise 3. Encourage them to use Peter's example as a model. If necessary, play the recording once again.

#### Exercise 6 page 80

- Go through the task with the students and refer them to the two photos. Ask the students to think about which of the two methods they would choose and to think of three reasons to support their answer.
- Allow students some time to think about this and monitor as they work, helping out with ideas or vocabulary as necessary.

#### Exercise 7 page 80

- Students work in pairs. They take it in turns to do the task in exercise 6. Encourage them to give reasons for their choice and remind them to use *would*. Point out that they should also use phrases from exercise 4 in their answers.
- Monitor and listen to the students as they do the task. When they have finished, they swap roles. If students finish early, encourage them to do the task again and to try to use different phrases or give different reasons for their choice.
- At the end of the activity, choose a few strong students to do the task in front of the class.

#### Extension – weaker students

Before doing exercise 7, students could first describe the photos to revise photo descriptions.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can compare ideas for fund-raising events. I can use would to talk about imaginary situations.*

## 8G Writing

### An essay

#### LESSON SUMMARY

**Vocabulary:** describing problems

**Writing:** an essay

**Speaking:** talking about problems and making suggestions

**Topic:** state and society

#### OBJECTIVES

To do the lesson in 30 minutes, exercises 6, 7 and 8 can be set for homework.

#### EXERCISES

- In pairs, students discuss some of the positive and negative points about the place where they live. Get feedback from individual pairs around the class.

#### Exercise 1 page 81

- Check the meaning and pronunciation of any new words and expressions that students may not understand before they discuss the problems.
- Get feedback from individual students around the class. Encourage them to give examples to illustrate the problems. Ask them which problems they think are the most serious and why.

#### Exercise 2 page 81

- Ask students to read the essay task carefully first and to underline any key words, e.g. *mayor*, *improve*, *quality of life*, etc. Remind them to look carefully at the conditional structure in the question and decide which type it is, e.g. second conditional.
- Students read the essay and compare their opinions on which one of Amy's ideas is the best. Get feedback as a class.

#### Exercise 3 page 81

- Students identify the problems and solutions made in the essay. Check answers as a class

1st problem: homeless people – 1 solution

2nd problem: air pollution – 2 solutions

3rd problem: litter – 2 solutions

#### Extension – fast finishers

Ask students to try and think of any more possible solutions to the problems outlined in the essay.



#### Exercise 4 page 81

- Ask students to read the writing strategy. Make sure they are clear about what to include in each paragraph.
- Students find the relevant information in each paragraph. Get feedback as a class.

a 2 b 2 c 2,3 d 3 e 1

#### Exercise 5 page 81

- Students re-read the text and try to find phrases that Amy uses in her essay. Get feedback as a class.

Amy uses phrases 4, 5, 6, and 8.

#### Exercise 6 page 81

- Students order the words to make logical sentences. Get feedback as a class.

- 1 We should do something about unemployment.
- 2 I would try to reduce traffic.
- 3 Let's make it easier for people to use public transport.
- 4 I'd pass a law against noisy motorbikes.
- 5 We should force people to use buses.
- 6 We should try to improve the facilities here.

#### Extension – stronger students

Ask students to try and write a sentence of their own about a problem in the place where they live, using one of the phrases in exercise 5, e.g. *We need to do something about noise in the streets.*

#### Exercise 7 page 81

- In pairs, students make notes on problems which affect the area where they live with possible solutions. Encourage them to be creative when thinking of possible solutions. Monitor pairs around the class.

#### Exercise 8 page 81

- Students write their own answer to the essay question in exercise 2. Encourage them to use their notes to structure their ideas and paragraphs.
- Refer students to the checklist to remind them what they need to think about.

#### Alternative activity

Students write another essay for homework with a different title:  
*If you were your class representative, what would you do to improve your school? Talk about three specific problems, e.g. facilities, timetables, number of students in the class, extra school activities, etc.*

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can talk about problems. I can write an essay about improving life in my town.*



# Language Review / Skills Round-up

## Language Review 7–8

### Unit 7

#### Exercise 1 page 82

1 finger 2 shoulders 3 eye 4 head 5 hand 6 mouth

#### Exercise 2 page 82

1 Twelfth Night 2 Valentine's Day 3 Easter  
4 Halloween 5 All Saints' Day 6 Christmas

#### Exercise 3 page 82

1 must 2 needn't 3 needn't 4 mustn't 5 must  
6 needn't

#### Exercise 4 page 82

1 don't invite, 'll be 2 won't fail, work 3 rains, 'll go  
4 sees, won't be 5 won't win, don't start 6 pass, 'll study

#### Exercise 5 page 82

1 Can 2 in 3 do 4 else 5 should 6 much

### Unit 8

#### Exercise 6 page 82

1 disease 2 tornado 3 drought 4 tsunami  
5 avalanche 6 hurricane

#### Exercise 7 page 82

1 c 2 d 3 b 4 a 5 f 6 e

#### Exercise 8 page 82

1 'd learn 2 'd play 3 were 4 found 5 lived 6 would die

#### Exercise 9 page 82

1 wasn't 2 had 3 spoke 4 grew 5 didn't have 6 were

#### Exercise 10 page 82

1 d 2 a 3 f 4 b 5 c 6 e

## Skills Round-up 1–8

#### Exercise 1 page 83

Students' own answers

#### Exercise 2 page 83

In 1985, there was a terrible famine in Sudan.  
In 1988, Comic Relief started selling plastic red noses.  
In 1997, BBC supported Comic Relief with Red Nose Day.  
Red Nose Day raised £27 million for charity that day.  
Comic Relief has raised more than £600 million for charity.

#### Exercise 3 page 83

1 d 2 a 3 b 4 d

#### Exercise 4 page 83

#### Transcript 3.20 page 83

**Jack** Hi Anna. Come in. Dani and I were just talking about Red Nose Day.

**Anna** Oh, right. What's that?

**Dani** It's a charity event – it's quite big here in the UK. Lots of people arrange special fund-raising events.

**Jack** So we're thinking of doing something here at Golden Hills. But we can't decide what to do!

**Anna** Have you got any ideas?

**Dani** Yes. I think we should organise a sponsored run. People can wear costumes, raise some money – and get some exercise at the same time!

**Jack** What do you think, Anna?

**Anna** Well, I'm not sure. Some people don't really enjoy running...

**Dani** Have you got any better ideas?

**Anna** Er...I don't know. I haven't had time to think about it yet.

**Jack** I reckon we should have a quiz night. I can set the questions – and the guests can all be in teams.

**Dani** Boring.

**Jack** I don't think it's boring. People love quizzes.

**Dani** No, they don't. I don't. I hate them.

**Anna** Some people like them. But maybe there's a better option.

**Dani** Like what?

**Anna** Hmm. I know. Why don't we organise a talent show?

**Jack** You mean, like X-Factor – with singing?

**Anna** It doesn't have to be singing. People could choose to do different things – like comedy, or dancing, or anything really.

**Jack** I think that's a great idea! What do you think, Dani?

**Dani** I'm not sure. How many people would really want to take part?

**Anna** I don't know.

**Jack** That doesn't matter. If we get ten acts, that's enough. Everybody else can watch. Talent shows are really popular these days.

**Dani** But how will it actually raise money?

**Jack** We'll sell tickets for the show.

**Dani** I'm just not sure. I still think a sponsored run is a better idea. More people could take part. And it would be fun!

**Jack** It wouldn't be much fun for me. I hate running.

**Dani** Don't be so lazy!

**Anna** We could do both: a sponsored run and a talent show.

**Jack** That's true. We don't have to choose, do we?

**Dani** Fine! I'll organise a sponsored run. You can organise a talent show. And we'll see who raises the most money!

**Anna** OK. Let's do that. So, when is Red Nose Day?

**Jack** It's in two weeks' time. So, we'd better start organising!

a Dani b Jack c Anna

#### Exercise 5 page 83

#### Transcript 3.20 page 83

1 T

2 F: Anna isn't sure about a sponsored run.

3 F: Dani thinks quizzes are boring. 4 T 5 T

6 F: It's in two weeks' time.

#### Exercises 6 and 7 page 83

Students' own answers



# 9 Crime scene

## Map of resources

### 9A Vocabulary and listening

Student's Book p84, Workbook p80

Photocopiable Activity: 9A Crime scene

### 9B Grammar

Student's Book p85, Workbook p81

Photocopiable Activity: 9B Past perfect

### 9C Culture

Student's Book p86, Workbook p82

Photocopiable Activity: 9C Wanted dead or alive! (Project)

### 9D Grammar

Student's Book p87, Workbook p83

Photocopiable Activity: 9D What did you say?

### 9E Reading

Student's Book p88, Workbook p84

Photocopiable Activity: 9E Vocabulary review

### 9F Everyday English

Student's Book p90, Workbook p85

Photocopiable Activity: 9F Reporting a theft

### 9G Writing

Student's Book p91, Workbook p86

Photocopiable Activity: 9G Reporting a crime

### 9 Review and Tests

Self-check 9: Workbook p87

Photocopiable Activity: 9 Review (Quiz)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 9 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 5

Student's Book pp92–93

Exam 5 (Test Bank CD)

### Get Ready for your Exam 7

Workbook pp88–89

### iTools Unit 9

#### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive Exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 9A Vocabulary and listening

### Crimes and criminals

#### LESSON SUMMARY

**Vocabulary:** crime

**Listening:** news reports

**Speaking:** discussing different crimes

**Topic:** state and society

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 6. The Vocabulary Builder activities can be set for homework.

#### LEACH-NER-4-MINUTES

- Write **Crime** on the board. In pairs, students brainstorm as many crimes as they can. After 1 minute, stop the students and get feedback from them by asking each pair to tell you a crime they have thought of. Write the crimes on the board as students say them to you.

#### Exercise 1 page 84

- Refer students to the website and draw their attention to the headlines and the photos. Allow them time to read through the headlines. Check any words or expressions that students might not know by monitoring round the class. Working in pairs, students match six of the headlines to the photos.
- Check answers as a class.

a 4 b 5 c 2 d 9 e 6 f 8

#### Exercise 2 page 84

- Draw students' attention to the chart and go through it with them. Referring to the headlines in exercise 1, students complete the chart with appropriate words. Students check answers in pairs. Play the recording to check answers as a class.
- Pause the recording after each crime and criminal to allow students to repeat the words. Make sure they are stressing the correct part of the word.

#### Transcript 3.21 page 84

1 arsonist 2 burglar 3 drug dealer 4 joyrider 5 mugging  
6 shoplifter 7 rob 8 theft 9 vandalise 10 murderer

#### Exercise 3 page 84

- Divide students into small groups and refer them to the question. After a few minutes, bring the discussion to the whole class and elicit feedback from each group.

For further practice of vocabulary related to crime:

#### Vocabulary Builder 9 (Part 1) page 132

1 -ding 2 -ling 3 -ary 4 -ism 5 -ting 6 -bery  
7 -ging 8 -er 9 -on 10 -eft

2 1 murderer 2 shoplifter 3 drug dealer 4 burglar  
5 vandal 6 joyrider 7 thief 8 robber 9 arsonist  
10 mugger



- 3 1 joyriding / 6 joyrider; 2 drug dealing / 3 drug dealer;  
3 burglary / 4 burglar; 4 vandalism / 5 vandal;  
5 shoplifting / 2 shoplifter; 6 robbery / 8 robber;  
7 mugging / 10 mugger; 8 murder / 1 murderer;  
9 arson / 9 arsonist; 10 theft / 7 thief
- 4 1 stole 2 robbed 3 has vandalised 4 burgled  
5 goes 6 murdered 7 deal 8 sets

#### Exercise 4 page 84

- Tell students that they are going to hear six news reports about different crimes. They have to choose the correct crime from those listed in exercise 2.
- Play the recording, pausing after each report to allow students time to identify the crime. Students check their answers in pairs. Check answers as a class.

#### Transcript 3.22 page 84

- 1 A gang of criminals robbed a bank in central Paris yesterday. During the day they hid in a shop next door to the bank, and then got into the bank during the night by making a hole in the wall. The gang escaped with €1 million in cash.
- 2 Residents of the Marcham housing estate in Bristol are complaining that gangs of young people are openly selling heroin and cocaine on the streets. The police have questioned a number of teenagers, but say that they have no firm evidence to make arrests.
- 3 South Milton village hall was destroyed in a fire last night. Fire engines came from nearby Kingsbridge, but were unable to put out the flames. An empty petrol can was found nearby. Police suspect that somebody deliberately set fire to the hall.
- 4 Somebody broke into Highfield School on Saturday night and caused thousands of pounds of damage. They obviously weren't burglars, as nothing was stolen. However, they smashed a lot of desks, chairs and computers, and broke a number of windows.
- 5 A woman stole jewellery worth £100 from a shop in the town centre. She asked to see some necklaces and earrings, and then put them into her bag while the shop assistant wasn't looking and ran out of the shop. She was later identified from CCTV footage and arrested.
- 6 The body of a woman was found at a flat in south London on Sunday. She died of gunshot wounds. Police immediately started to look for her husband, who disappeared at about the same time. Police arrested a 45-year-old man yesterday in connection with her death.

- 1 robbery 2 drug dealing 3 arson 4 vandalism  
5 shoplifting 6 murder

#### Exercise 5 page 84

- Go through the *Look out!* box with the students. Refer students to the sentences and ask them to choose the correct alternative in each case. Students check their answers in pairs.
- Play the recording again for students to check their answers.

#### Look out!

Point out the difference between *rob* and *steal*. We *rob* someone or somewhere but we *steal* something.

#### Transcript 3.22 page 84

- 1 robbed 2 questioned 3 set 4 broke 5 stole  
6 arrested

#### Extension – stronger students

Refer students back to the headlines in exercise 1. Ask them to choose a story that they find interesting and to write the story based on the headline (120–150 words).

#### Extension – weaker students

Tell students to write three sentences using *rob* and three sentences using *steal*.

#### Exercise 6 page 84

- Refer students to the crimes in exercise 2 and ask them to work in pairs to decide which three are the most serious and why. Monitor, helping out as necessary.
- When students have finished, ask each pair to share their views with the class. Do the other students agree?

#### Alternative activity

Ask students to work in small groups to decide which three of the crimes from exercise 2 are the least serious. Encourage them to explain their answers by giving reasons and examples.

#### Extension – fast finishers

Refer students to the crimes in exercise 2. Working in small groups, they decide on appropriate punishments for each crime. Tell them that the maximum punishment is life in prison, while the minimum punishment is a €50 fine.

For practice of word formation:

#### Vocabulary Builder 9 (Part 2) page 132

- 5 drug dealer, joyrider, murderer, robber, shoplifter
- 6 1 -ician 2 -or 3 -er 4 -ist 5 -ician 6 -ist  
7 -ist 8 -er
- 7 a 6 scientist b 4 receptionist c 2 actor  
d 8 cleaner e 1 politician f 5 mathematician  
g 3 software programmer h 7 violinist

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can describe different crimes.*

## 9B Grammar

### Past perfect

#### LESSON SUMMARY

**Grammar:** past perfect

**Reading:** stories about shoplifting

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 8. Exercise 5, 6, 7 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- In pairs, students think of three things that would be strange/difficult to steal. After 1 minute, ask each pair to tell the rest of the class what they thought of. Have a vote on which pair has the best answers.



### Exercise 1 page 85

- Draw students' attention to the text and tell them to read it quickly and answer the question. Check the answer.

The man stole a cash machine from a shopping centre.

### Exercise 2 page 85

- Refer students back to the text and tell them to look at the verbs in blue. Ask them to decide if these actions occurred before or after the man walked out of the shopping centre.
- Check the answer as a class.

The verbs in blue happened before the man walked out of the shopping centre.

### Exercise 3 page 85

- Refer students to the *Learn this!* box and ask them to complete rule 2. Read the *Learn this!* box with the students.

#### Learn this!

Point out the structure of the past perfect tense. It always consists of *had/hadn't* + past participle.

The past perfect automatically tells us that one action happened before another in the past. Therefore, it is almost always used if there is another past action that has happened after it. The length of time between the two actions is not important. What is important is that the past perfect action is completed before the other action happened. Refer students to the examples and timeline.

before

### Exercise 4 page 85

- Students complete the sentences using the past perfect form of the verbs in brackets. Remind students that the verb *go* can have two past participles: *been* and *gone*. Refer them to the Student's Book page 45 (*Look out!* box) if they need to check the difference in their meaning.
- Students check answers in pairs. Check answers as a class.

1 had stolen 2 had run away 3 had smashed  
4 had caught 5 had gone 6 had been

For further practice of the past perfect:

#### Grammar Builder 9B page 120

- 1 1 had stolen 2 had murdered 3 had caught 4 had vandalised 5 had burned down 6 had robbed
- 2 1 hadn't flown / had never flown 2 hadn't played / had never played 3 hadn't had 4 hadn't finished 5 hadn't tidied 6 hadn't locked
- 3 1 had eaten, read  
2 turned on, had already started  
3 hadn't lived / had never lived, moved  
4 played, had finished  
5 couldn't, hadn't done

### Exercise 5 page 85

- Refer students to the text and tell them to read through it quickly. Ask them who stole the rabbit and elicit that it was a three-year-old girl.
- Students complete the text using the past perfect form of the verb in brackets. Students check their answers in pairs. Check answers as a class.

1 had stolen 2 hadn't seen 3 had taken 4 had pulled  
5 had hidden 6 hadn't noticed 7 had happened

### Extension – stronger students

Tell students to work in pairs. They create and make notes on their own story of a strange theft (from the *Lead-in*) – encourage them to be creative. Students write their story. Encourage students to use the past perfect if possible. When they have finished, they present their story to the rest of the class. Have a class vote on the most creative story.

### Exercise 6 page 85

- Students complete the sentences using their own ideas. Remind them that they need to continue the sentence with the correct structure and with an action that happened before the first action.
- Monitor the students, helping out with any vocabulary or ideas as necessary. When students have finished, get them to compare their sentences in pairs.

Students' own answers

### Extension – weaker students

Write the following beginning of a sentence on the board: *When we reached the train station...* Tell students that they should continue the sentence with a verb in the past perfect, e.g. *When we reached the train station, the train had already left.* Read out the following beginnings to students. They copy them down and add their own ending:

*By the time I applied for the job,...*

*When we finally got to the cinema,...*

*By the time I finally woke up,...*

*When I arrived at the restaurant,...*

*By the time I finally called my friend,...*

### Alternative activity

Tell students to think about a new experience they have had at some point in their lives. Give them an example, e.g. *I really enjoyed my weekend in London. I had never been in such a big city before. I had never travelled on the underground. I had never spoken English to British people. I had never eaten fish and chips.* Divide students into pairs. Tell them to think about or create an experience that was very new for them. Ask them to make at least four sentences using the past perfect to demonstrate the new things they did.

### Exercise 7 page 85

- Tell students one bad thing that happened to you yesterday. It doesn't have to be true or tragic, just something that will stimulate their imagination a little, e.g. *I dropped my laptop.*
- Refer students to the examples given and ask them to think of their own bad thing that happened yesterday.

### Exercise 8 page 85

- Tell all of the students to stand up and explain that they are going to play a memory game. Explain that they must start their sentences with *When I got home yesterday...* and add their own idea (as well as remember everybody else's). Refer them to the examples in the book.
- Start the game. If a student makes a mistake or takes too long, they sit down. The last student standing wins.



## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can describe an event using different past tenses. I can understand short texts about shoplifting.*

# 9C Culture

## Outlaws

### LESSON SUMMARY

**Reading:** Robin Hood

**Listening:** opinions on stealing

**Speaking:** discussing stealing

**Topic:** state and society

### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 6. Exercises 3 and 4 can be set for homework.

### LEAD-IN 3-4 MINUTES

- Write *law* on the board and elicit what it means. Ask the students who represents the law and elicit it is the **police**.
- Now write *out* in front of *law* to make the word **outlaw**. Encourage students to think about what it means and, if possible, elicit that it means 'outside the law'. Explain that an outlaw is a person who lives outside the law; that is, a person who does not respect the law and is excluded from legal protection.

### Exercise 1 page 86

- Discuss the questions as a class. Students should be familiar with at least one of the *Robin Hood* films, but if not, just explain that he was an outlaw who lived in England a long time ago and that there are many legends about him.

### Culture note: Robin Hood films

Many films and TV series have been made about Robin Hood. Film critics tend to agree that one of the best early Robin Hood movies was *The Adventures of Robin Hood* (1938) starring Errol Flynn. Later versions include *Robin Hood: Prince of Thieves* (1991) with Kevin Costner in the leading role, and later *Robin Hood* (2010) starring Russell Crowe. This last film focused more on how Robin became an outlaw.

### Exercise 2 page 86

- Refer students to the text and tell them to skim through it to find the answers to the information asked. Students check their answers in pairs. Check answers as a class.

### Transcript 3.23 page 86

- 1 He probably lived in the thirteenth century.
- 2 The king at that time was King Richard.
- 3 He lived in Sherwood Forest.

### Exercise 3 page 86

- Point out to students that they should keep an eye out for linking words when they are doing a gap-fill exercise. Linking words can be used to make contrasts, give further reasons or develop something further and they can help the students identify the information that they need. Students read the text again.

- Students match four of the sentences a–e with the gaps 1–4. Remind them to look at the sentences on either side of the gap carefully before they choose their answer.
- Students check answers in pairs. Check answers as a class.

1 d 2 a 3 e 4 b

### Exercise 4 page 86

- Draw students' attention to the highlighted words in the text and to the definitions given. Ask them to use the context of the sentences in which the words occur to choose the correct definition and encourage them to work without using a dictionary.
- Students check answers in pairs. Check answers as a class.

1 army 2 evidence 3 struggled 4 ruler 5 outlaws  
6 injustice

### Extension – stronger students

Students make sentences to illustrate the meaning of the vocabulary in exercise 4.

### Extension – weaker students

Tell students to work in pairs and to choose five adjectives that they would use to describe Robin Hood. Tell them that they can be either positive or negative. Encourage students to explain their choices, e.g. *We think Robin Hood is brave because he fought against the cruel Sheriff of Nottingham.*

### Exercise 5 page 86

- Go through the *Exam strategy* with the students. Tell them that they are going to listen to three people talking about stealing and if it is ever okay to do it. Before they listen, allow them time to read through the statements and make sure they understand them clearly.
- Remind students to underline keywords in the sentences that will help them to focus on what the speaker says and identify the part of the listening exercise in which they will find the answer.
- Play the recording. Students check their answers in pairs. Play the recording a second time. If you feel it is necessary, pause the recording after the // signs in the transcript to allow students time to make a note of their answer.
- Check answers as a class.

### Transcript 3.24 page 86

**Kevin** It's obviously wrong, I mean morally wrong, to steal. If I own something, I obviously don't want someone to steal it from me. Having said that, imagine somebody who is homeless, hasn't got any money and has children to feed. What are they going to do? I think it's OK, in those circumstances, for that person to steal food from a shop. // And shoplifting isn't as bad as becoming a drug dealer or a burglar, which is what some desperate people do to get money. But I think that if people have to steal, they should only steal what they need, and no more... and they should steal from big organisations, big shops, not from, you know, small shops and ordinary people. //

**Jill** A friend of mine ordered a couple of DVDs on the Internet a while back, and the company sent her two of each by mistake. I said, 'What are you going to do?' and she was like, 'I'm going to keep them, of course.' And I was quite surprised, because she's a very honest person in other ways. She thinks it's wrong to steal, but she doesn't see that as stealing. // She didn't actually take the DVDs, but I don't think it's any different from going into a shop and walking out with them without paying. Stealing is stealing. If it doesn't belong to you, don't take it. // And if somebody gives you something by mistake, you should give it back.

**Andy** We all know the difference between right and wrong, but is stealing always wrong? I suppose it depends on what you mean by stealing. If a shop assistant gives you the wrong change and you keep it, is that stealing?



Maybe it depends on how much money is involved. That reminds me... I was in a restaurant with some friends and the waiter forgot to add a couple of drinks onto the bill – you know, we'd ordered them and drunk them – so he undercharged us by £5. // But it was quite an expensive restaurant and the food and the service weren't really very good, so we didn't say anything. But I don't feel bad about that. // Perhaps I should, though, because technically, it's stealing. It's a difficult one!

- 1 T
- 2 F: Kevin thinks it's better to steal from big organisations than from small shops and ordinary people.
- 3 F: Jill's friend thinks it is wrong to steal.
- 4 T
- 5 T
- 6 F: Andy doesn't feel bad about underpaying in the restaurant.

### Extension – weaker students

Play the recording again. Tell students to correct the false sentences. Check answers as a class.

### Exercise 6 page 86

- Divide students into pairs or groups of three. Tell them to think about the story of Robin Hood and to think about the opinions they just listened to. What is their opinion of stealing?
- Students discuss the question in their groups. Encourage them to develop their answers by giving reasons and examples to support their opinion.
- Monitor the students, helping out with vocabulary and ideas as necessary. Make a note of any general errors to be addressed at the end of the activity.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand a text about a legendary character. I can understand different opinions on stealing. I can discuss stealing.*

## 9D Grammar

### Reported speech

#### LESSON SUMMARY

**Grammar:** reported speech

**Speaking:** reporting other people's experiences

#### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercise 8. Exercises 6, 7 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 4–5 MINUTES

- Tell students to work in pairs and ask them to think about crime in their town or city. Allow them 1 minute to think of any crimes that might occur there.
- After 1 minute, stop the students and get some feedback from them by asking a couple of pairs to tell the rest of the class what they thought of.

### Exercise 1 page 87

- Refer students to the text about Mark and allow them about half a minute to read it. Remind them that they are just reading for the main idea of the text.

- When they have finished reading, students answer the questions. Check answers as a class.

Mark did not steal the bag. The police officer did not believe him.

### Extension – fast finishers

Tell students to work in pairs and to imagine that they were Mark. How would they feel and what would they do? Students think of adjectives they could use to describe how Mark felt and what they would do in his situation.

### Exercise 2 page 87

- Draw students' attention to the quotations 1–5 and ask how we know that they are quotations. Elicit that there are quotation marks at the beginning and end of the statements. This means that these are the words that the speaker actually said.
  - Tell students to go through the text and to underline the parts where the quotations are reported.
  - Students check answers in pairs. Check answers as a class.
- 1 He told Mark that he could have the bag.
  - 2 The police officer told Mark that she was arresting him.
  - 3 She said that Mark had stolen the bag.
  - 4 Mark replied that he was innocent.
  - 5 The officer said that criminals always pretended they hadn't done anything wrong.

### Exercise 3 page 87

- Students compare the sentences from the text with the quotations from exercise 2. Allow them to work in pairs as they compare.
- When they have finished, go through the comparison as a class. Elicit that the verbs change to a past tense and that the pronouns can also change to match the context.

### Exercise 4 page 87

- Tell students to go through the rules in the *Learn this!* box and to choose the correct options to complete them. Students check answers in pairs. Check answers as a class.

### Learn this!

Explain that in reported speech, we usually move the tense back into the past. Point out the tenses that are used.

Emphasise that if a verb is simple in the quotation, it will be simple in reported speech and that if a verb is continuous in the quotation, it must be continuous in reported speech.

Explain that the pronouns do not always have to change, and that it depends on the context. For example: *John said, 'They are very good students.'* becomes *John said that they were very good students.* We do not change the pronoun in this case.

However, in the example: *John said, 'I am a very good student.'* we must change the pronoun *I* as *John* is referring to himself: *John said that he was a very good student.*

1 b 2 b 3 a 4 a 5 b



For further practice of reported speech:

### Grammar Builder 9D pages 120–121

- 4 2 were vandalising 3 broke into 4 had stolen  
5 had stolen 6 was 7 could, didn't 8 had taken  
9 could, dealt 10 had robbed
- 5 1 me, I 2 he, his 3 she 4 she, him 5 they, their  
6 they
- 6 2 'He is feeling fine,' she said.  
3 'I'm going to the cinema this evening,' you said.  
4 'We can't come to your party,' they said.  
5 'I saw the drug dealers dealing heroin,' he said.  
6 'Someone burgled my house last month,' she said.  
7 'I had something to eat,' you said.  
8 'I want a drink,' she said.  
9 'You are late,' he said.  
10 'I can ski really well,' she said.

### Exercise 5 page 87

- Draw students' attention to the picture of Freya and ask them how she looks. Elicit that she looks bored or tired. Refer students to sentences 1–7 and explain that they are **what** Freya says directly.
  - Students rewrite the sentences into reported speech. Students check answers in pairs. Check answers as a class.
- 2 Freya said that she didn't want to watch a film.  
3 Freya said that she was going to ring Lesley.  
4 Freya said that she couldn't find her mobile.  
5 Freya said that she could borrow her mum's phone.  
6 Freya said that her mum didn't have Lesley's number on her phone.  
7 Freya said that she was going to Lesley's house.

### Exercise 6 page 87

- Students rewrite the quotations in reported speech. Remind them to change the pronouns if it is necessary.
  - Students check answers in pairs. Check answers as a class.
- 2 The security guard said that he wanted to catch the shoplifter.  
3 She said that the police had arrested a vandal.  
4 The police inspector said that it was difficult to catch drug dealers.  
5 The police officer said that they were questioning two teenagers about the burglary.  
6 He said that he sometimes went joyriding with his friends.  
7 She said that the police were looking for the bank robbers.  
8 My brother said that a boy in his class had vandalised a park bench.

### Exercise 7 page 87

- Students work individually to write down three sentences, one of which should be false. Encourage them to use the tenses given. Monitor, helping out with ideas or vocabulary as necessary. Make sure students have formed their sentences correctly.

### Exercise 8 page 87

- Divide the students into A/B pairs, then organise the pairs so that there are two pairs working with each other.
- Student A reads one of their three sentences from exercise 7 to Student B. Student B then reports what Student A said to the other pair. When Student B has finished reporting all of Student A's sentences, the other pair decide which of the sentences is false.

- Students swap roles, with Student B reading their three sentences from exercise 7 to Student A, who in turn reports them to the other pair. When one pair has finished, the other pair continues as above.
- Monitor and make sure that students are reporting the sentences correctly. Listen out for the correct change of tense and the correct change of necessary pronouns. Make a note of any general errors to address at the end of the activity.

### Alternative activity

Tell students to think of three things that someone in their family or a friend said to them over the last few days and ask them to write what they said in quotations.

Students get into pairs and swap their quotations. They change the quotations into reported speech. When they have finished, students report to their partner what their partner's parents or guardians said. Remind them to be careful with changing the pronouns.

### Lesson outcome

Ask students: *What have you learned today? What can you do now? and elicit the answer: I can report what other people have said.*

## 9E Reading

### High-tech crime

**Reading:** article about cyber crime

**Vocabulary:** compound nouns

**Speaking:** discussing cyber crime

**Topic:** state and society

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 1 and 6. Exercises 4 and 5 can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Write *Cyber crime* on the board and elicit that it refers to crime that takes place on the Internet.
- Tell students that they have 1 minute to brainstorm possible types of crime that can take place on the Internet. Write the crimes on the board as the students shout them out.
- After 1 minute, have a brief feedback session from the class. Which of the crimes that they mentioned do they think is the most serious? Which of them do they think is the most difficult to prevent?

### Exercise 1 page 88

- Refer students to the photos and to the titles of the texts. Ask them what these crimes have in common and elicit that they all take place on the Internet.

### Exercise 2 page 88

- Go through the vocabulary with the students and ask them to skim through the texts to match each word or phrase with the correct text A–D. Check answers as a class.

### Transcript 3.25 page 88

A 1 B 4 C 2 D 3



### Culture note: cyber crime

According to Internet crime research organisations, cyber crime is on the increase and should be taken seriously. Some of the most frequently reported crimes include: computer fraud cases where a victim may receive a fake email from a false business offering them something in return for personal information; identity theft; piracy; and 'malware' – viruses or Trojans which invade our cyber space and cause serious damage.

### Exercise 3 page 88

- Allow students some time to read through sentences 1–8 and make sure they understand them. Explain that they have to match two of the sentences with each text.
- At this point, remind the students that as they have already read through the texts, they should have an idea which part of the texts they need to refer to in order to find their answer. Encourage them to underline the part of the text that gives them their answer.
- Students do the task and check their answers in pairs. Check answers as a class.

1 A 2 B 3 D 4 D 5 A 6 C 7 B 8 C

### Extension – fast finishers

Tell students to make four sentences based on the texts. Two of the sentences should be true while two of them should be false. When they have finished, they swap their sentences with their partners and decide if their partner's statements are true or false.

### Exercise 4 page 89

- Draw students' attention to the compound nouns and explain that they are all in the text in their complete form.
- Students search the text to complete the nouns. Students check their answers in pairs. Check answers as a class.

1 cash 2 bank 3 personal 4 pass 5 PIN 6 computer  
7 junk

### Exercise 5 page 89

- Students complete the sentences using the nouns from exercise 4. Students check their answers in pairs. Check answers as a class.

1 junk email 2 PIN number, cash machine  
3 password, personal information 4 computer programmer  
5 bank account

### Exercise 6 page 89

- Draw students' attention to the questions and go through them to make sure the students understand them.
- Divide students into pairs. Alternatively, divide them into small groups to generate more discussion.
- Students discuss the questions. Encourage them to develop their speaking by giving reasons and examples to support their answers. Monitor the students as they do the task, helping out with vocabulary and ideas as necessary. Make a note of any general errors to address at the end of the activity.
- When students have finished discussing, get some feedback from each pair or group about some of the questions. Does the rest of the class agree with them?

### Extension – stronger students

Students choose any of the questions in exercise 6 and write a short paragraph to explain and justify their opinions.

### Alternative activity

Tell students to imagine that they know somebody who is using the Internet for the first time and that they are scared of online crime.

Ask students to work in pairs to think of advice they could give that person to make them feel more confident using the Internet. Is there anything they could do to avoid being the victim of cyber crime?

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can understand texts about modern crimes.*

## 9F Everyday English

### Reporting a theft

#### LESSON SUMMARY

**Listening:** dialogue reporting a theft

**Speaking:** reporting a theft

**Vocabulary:** making polite requests

**Topic:** state and society

*To do the lesson in 30 minutes, omit the extension and exercises 1, 7 and 8. Exercise 4 can be set for homework.*

#### LEARNING 3–4 MINUTES

- Students imagine that they have just been the victims of petty crime, e.g. somebody has stolen their money. In pairs, they decide what would be the best thing to do.
- After 1–2 minutes, get feedback by asking a few students to describe what their partner would do in this situation.

### Exercise 1 page 90

- Refer students to the picture and ask them to describe it using the questions given.

**The picture is in a police station. The girl is talking to a police officer. She's probably reporting a crime and the police officer is taking details.**

### Exercise 2 page 90

- Students read and listen to the dialogue. Ask them to think about whether the situation is formal or informal.

### Transcript 3.26 page 90

**The situation is formal because the police officer and Sally use very polite language.**

### Exercise 3 page 90

- Tell students to look through the information in the chart. Explain that these are different items that they are going to use to report a theft.
- Students work in pairs. They practise the dialogue using words from the chart instead of the words in blue. When they have finished, they exchange roles and use different information from the table.



- If necessary, play the recording once again to help the students before they practise the dialogue. Monitor the students as they practise, paying attention to pronunciation and helping out where necessary.

### Extension – fast finishers

Tell students to think about being a police officer. Ask them to make a list of the advantages and disadvantages of being an officer. Would they like to join the police force?

### Exercise 4 page 90

- Remind students that the dialogue takes place in a formal situation and point out that a feature of formal language is to make very polite requests.
- Draw the students' attention to the table and ask them to complete the requests using the words given, and to identify which ones were used in the dialogue in exercise 1. Check answers as a class.

1 mind 2 Could 3 If 4 ask 5 May  
 Could you describe the rucksack, please?  
 If you could just fill in this form, please...

### Alternative activity

Students work in pairs. Tell them to think of five polite requests that they could make to their partner and ask them to use a different expression to make each request.

### Exercise 5 page 90

- Tell students they are going to listen to a conversation that takes place in a police station. Refer them to the multiple-choice questions and allow the students some time to read through them.
- As the students read through them, encourage them to underline keywords that will help them locate the answer in the listening exercise.
- Play the recording. Students check their answers in pairs. Check answers as a class.

### Transcript 3.27 page 90

**Officer** Good morning. How can I help you?

**Tourist** Good morning. Yes, I'd like to report a theft. Someone has stolen my wallet from my jacket. I was in the tourist information office and I was going to pay –

**Officer** Just a moment, please. I need to take down the details. Would you mind telling me your name, please?

**Tourist** Michael Phipps. That's P, H, I, double P, S. I'm from New York.

**Officer** Thank you. And your wallet is missing.

**Tourist** Stolen.

**Officer** Now, when did this happen?

**Tourist** Like I said. I was in the tourist information office, about half an hour ago. I'd used it to buy some lunch at a café only a few minutes before. I was going to pay for a guidebook and it wasn't there.

**Officer** Are you sure you didn't leave it in the café?

**Tourist** Yes, positive.

**Officer** But you went back to the café to check?

**Tourist** I was going to, but then I remembered putting it back in my bag, so I didn't.

**Officer** You said it was in your jacket.

**Tourist** Yes, sorry, it was in my jacket. There was a very suspicious-looking man in the tourist information office...

**Officer** I see. And did you go anywhere else, apart from the information office and the café?

**Tourist** I walked through the park. I bought an ice cream, but I didn't need my wallet for that.

**Officer** I see. Could I ask what was in the wallet?

**Tourist** About £50, my credit cards, and some travellers' cheques.

**Officer** OK. You should ring the credit card companies and tell them what's happened. They'll stop the cards so that nobody can use them.

**Tourist** OK.

**Officer** And you need to contact your bank and tell them about the travellers' cheques.

**Tourist** OK. But I don't think I have the number.

**Officer** You can get the number online. Could I ask you to describe the wallet, please?

**Tourist** Yes, it's brown, made of leather. Are you going to arrest the suspicious-looking man?

[Phone rings]

**Officer** Excuse me a moment. Modbury Police station. How can I help you?... I see...Yes...He's here...I'll send him over right away...Yes, thank you...Good-bye. That was the café. The manager said they'd found a brown wallet...

1 a 2 b 3 b

### Exercise 6 page 90

- Allow students time to look through the questions. Point out that they are all formal, as they are polite requests.
- Play the recording again. Students tick the questions that the police officer uses.
- Students check their answers in pairs. Check answers as a class.

### Transcript 3.27 page 90

1 b 2 a 3 a 4 b

### Exercise 7 page 90

- Students work in A/B pairs. Refer them to the instructions and tell them to prepare a dialogue using the information given for Students A and B. Refer them to the dialogue in exercise 1 as a model and remind them to keep their dialogue formal by using polite requests.
- Monitor the students as they prepare their dialogue, helping out with any vocabulary or ideas as necessary.

### Exercise 8 page 90

- Students act out the dialogue they prepared in exercise 7 for the rest of the class. Encourage other students to take notes as they listen and have a class vote on which dialogue is the best.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can report a theft and describe what was stolen.*



# 9G Writing

## An email

### LESSON SUMMARY

**Vocabulary:** colloquial expressions and abbreviations

**Writing:** an email

**Topic:** state and society

### SHORTCUT

To do the lesson in 30 minutes, omit the extensions. Exercise 2 can be set for homework.

### LEAD-IN 4-5 MINUTES

- In pairs, students think about the advantages and disadvantages of sending emails over writing letters.
- After 2 minutes, stop the students. Get some feedback from each pair by asking them to give an advantage or disadvantage. Put the students' ideas on the board.
- What is the overall opinion of the class? Are there more advantages to emails or are there more disadvantages?

### Exercise 1 page 91

- Students read the email and answer the questions by choosing the correct alternative. Encourage them to explain their choices.
- Students check answers in pairs. Check answers as a class.

- 1 friend. Millie and Lisa do not live in the same house so they are probably not sisters. The email is too informal for Millie to be Lisa's teacher.
- 2 informal. The email is informal because the language is very colloquial and there are also abbreviations.

### Exercise 2 page 91

- Students read through the email again and put the events into the correct order. Remind them that the past perfect implies that something happened before another action and that the events may not be in the same order as Millie tells them.
- Students check answers in pairs. Check answers as a class.

a 7 b 1 c 6 d 2 e 5 f 4 g 3

### Exercise 3 page 91

- Refer students to the phrases and point out that Millie uses colloquial equivalents and abbreviations instead of them in her email. This is what makes it informal.
- Students go through the email and find the colloquial expressions and abbreviations to match the phrases. Check answers as a class.

1 a guy 2 shot 3 nicked 4 bunch 5 yelling 6 LOL  
7 reckon 8 BFN 9 What are you up to?

### Extension – fast finishers

In pairs, students cover up the text and take turns to test each other on the words and colloquial expressions, e.g. Student A: *a man*; Student B: *a guy*.

### Exercise 4 page 91

- Go through the *Writing strategy* with students and point out that there is a usual way of ordering information when we are telling a story. Go through the different types of information and ask students to identify these in Millie's email.
- Check answers as a class.

- 1 I was walking down Fore Street.
- 2 a guy suddenly shot out...he'd stolen some very expensive watches.
- 3 It was awesome...the teenage boys will get a reward.

### Exercise 5 page 91

- Tell students to imagine that they witnessed a crime. Draw their attention to the questions and tell them to use them to help them make notes for their story.
- When students have decided on the events of the story, ask them to plan their email by deciding on the order of the information they are going to give.
- Monitor the students as they work, helping out with any vocabulary or ideas as necessary.

### Exercise 6 page 91

- Students write an email to a friend describing the crime, using the notes they made in exercise 5. Encourage them to refer to the email in exercise 1 as an example. Remind them to use colloquial language and point out that they should not only describe the events, but also set the scene and sum up the story too.
- Refer them to the checklist and tell them to make sure they have included everything that is asked.

### Extension – fast finishers

Students read each other's emails and try to find similarities and differences in the events. Ask them to decide which story is the most dramatic, most shocking, or which one had a positive or negative ending, etc.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use and understand colloquial expressions and abbreviations. I can write an email describing a crime.*



# Get Ready for your Exam 5

## LEAD-IN 2-5 MINUTES

- Ask students to work in pairs to think of any animals they know that are endangered.
- After about 2 minutes, stop the students and put their ideas on the board for the class to see.

## Listening

### Exercise 1 page 92

#### GET READY TO LISTEN

- Go through the vocabulary with the students and check for understanding.
- Students work in pairs to describe the photo. Encourage them to use as much of the vocabulary as they can in their description. When they have finished, choose a few stronger students to describe the photo for the rest of the class.

### Exercise 2 page 92

#### LISTENING EXAM TASK – TRUE OR FALSE

- Read the instructions and explain the task to the students before they do it. Emphasise that they should read the statements carefully and identify keywords to help them focus on the recording. Remind them not to worry about individual words they do not understand in the listening exercise, but to focus on the meaning of the whole sentences instead.
- Play the recording. Students decide if the statements are true or false and check their answers in pairs. Play the recording a second time. Check answers as a class.

### Transcript 3.28 page 92

Although polar bears can be dangerous, it is polar bears that are in danger. Their icy world is melting and these beautiful animals are now an endangered species.

Polar bears live in the Arctic, one of the coldest places on Earth. The temperature there is often below 55 degrees Celsius and the winds blow at an average speed of 30 miles an hour! Polar bears are found in parts of Alaska, Canada, Russia, Norway and Greenland. They live on the ice that covers the Arctic. This is sea-ice rather than fresh-water ice. The bears live on the edge of the ice, near the water, where they can find food. They cannot live anywhere else.

Polar bears are the most dangerous animals in the Arctic. They mainly hunt seals, but they also eat fish, seabirds and even whales, when they can. Their only enemies are humans, who hunt and kill them. But humans are now threatening polar bears in a different way. Climate change is now the biggest threat to the lives of polar bears.

As the Earth becomes warmer, the temperature of the sea rises. This causes more and more of the Arctic ice to melt each summer. Arctic sea ice has decreased since the early 1970s. As the ice disappears, so do the animals that the polar bears hunt and eat. And food isn't the only problem. Polar bears are used to swimming between areas of ice to look for food. But as the ice melts, the distances between the areas of ice are much bigger. Polar bears are strong swimmers, but they are now dying in the sea, because they cannot swim the increased distances.

On 14 May 2008, polar bears were declared an endangered species. There are only around 20–25,000 polar bears remaining around the North Pole. If we don't act soon to prevent more of the ice from melting, these amazing animals may become extinct within a few decades.

- 1 T
- 2 T
- 3 F: They mainly eat seals.
- 4 F: Climate change is the biggest threat to polar bears.
- 5 F: The ice started to decrease in the 1970s.

6 F: Polar bears die because they cannot swim the increased distances.

7 F: There are only 20–25,000 polar bears left in the Arctic.

## Speaking

### Exercise 3 page 92

#### GET READY TO SPEAK

- Divide students into pairs and refer them to the questions. Allow students about 2 minutes to discuss them.
- Monitor the students as they speak, helping out with vocabulary or ideas as necessary. Get some feedback by discussing the questions briefly as a class.

### Exercise 4 page 92

- Draw students' attention to the incomplete questions and allow them 1–2 minutes to read them. Ask students to complete them with the given words.
- Students complete the questions with the words given. They check answers in pairs. Check answers as a class.
- When they are ready, students discuss the questions in their pairs. Encourage them to expand on their answers by giving reasons or examples for each question. Monitor, helping out where necessary and making a note of any errors you would like to address at a later date.

charity, politician, leaflets, march, petition

### Exercise 5 page 92

#### SPEAKING EXAM TASK – ROLE PLAY

- Read the task with the students and make sure they understand what they have to do.
- Tell students that they should include all of the points that are required. Remind them to use the vocabulary from exercise 4 in their answers.
- In pairs, students do the task. Monitor, making a note of any errors you would like to address, but try not to interrupt the students too much.
- At the end of the activity, choose a few stronger pairs to act out the role-play for the rest of the class.

## Use of English

### Exercise 6 page 92

#### USE OF ENGLISH EXAM TASK – WORD FORMATION

- Remind the students of the word formation task they did on page 33 of the Student's Book. Ask them what they should do first in this task and elicit that they should identify the type of word they need. In pairs, students identify the type of words they need.
- When they are ready, ask them to try to convert the words in brackets so that they fit into the sentences correctly. They check their answers in pairs. Check answers as a class.

- 1 volcanic
- 2 electricity
- 3 polluting
- 4 recycling
- 5 Environmental
- 6 destruction
- 7 approximately



## Reading

### Exercise 7 page 93

#### GET READY TO READ

- Refer students to the incomplete sentences and to the words supplied. Ask them to try to complete the sentences and remind them that they can often use the context of a sentence to guess a word.
- They check answers in pairs. Check answers as a class.

1 original 2 forgery 3 art collector 4 style 5 painting

### Exercise 8 page 93

#### READING EXAM TASK – GAPPED SENTENCES

- Read the instructions for the task and make sure students understand what they have to do. Refer them to the *Exam strategy* and read it with the class. Explain that in this type of task, it is very important to get a global understanding of the text. This will help to locate the missing sentences in the appropriate section of the text. The students should then look carefully at the gaps around the sentences and compare them to the missing sentences to look for logical and grammatical links.
- Ask them to skim-read the text to find out why Myatt is so famous. Elicit that he is able to forge paintings very well.
- Do the first gap together as an example. Allow students time to read the missing sentences and then to focus on the sentences before and after the text. Elicit that sentence E is correct as it refers to the paintings in the previous sentence. It also fits the context.
- Students complete the task and check their answers **in pairs**. Check answers as a class.

1 E 2 B 3 G 4 F 5 D 6 A

### Exercise 9 page 93

#### GET READY TO SPEAK

- Refer students to the two photos and to the list of words. In pairs, they match the words to the photos. Check answers as a class.
- Ask the students to think of other words that they might need to describe them. Have a quick brainstorming session and put their ideas on the board.

1 canteen, clothes, food, guard, prison, prisoner, punish, queue, uniform

2 clothes, food, free, happy

### Exercise 10 page 93

#### SPEAKING EXAM TASK – PICTURE-BASED DISCUSSION

- Go through the instructions with the students and make sure they understand the task. Point out that there are two parts to the task. First, they have to describe one of the photos (of their choice) and they then have to compare and contrast the two photos by discussing the questions given.
- In pairs, students do the task. Encourage them to use the vocabulary from exercise 9 in their descriptions. Remind them that they should talk about the people in the photos, where they are and what they are doing.
- Monitor, helping out as necessary. Make a note of any errors you would like to address at a later time.
- At the end of the activity, choose a couple of stronger pairs to perform the task for the rest of the class.

## Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can answer true or false questions for the listening section of the exam. I can take part in a role-play and a picture-based discussion for the speaking section of the exam. I can complete a word formation task for the Use of English section of the exam. I can match missing sentences to gaps for the reading section of the exam.*



# 10 The written word

## Map of resources

### 10A Vocabulary and listening

Student's Book p94, Workbook p90

Photocopiable Activity: 10A Bookworms

### 10B Grammar

Student's Book p95, Workbook p91

Photocopiable Activity: 10B The passive (1)

### 10C Culture

Student's Book p96, Workbook p92

Photocopiable Activity: 10C You can't judge a book by its cover (Project)

### 10D Grammar

Student's Book p97, Workbook p93

Photocopiable Activity: 10D The passive (2)

### 10E Reading

Student's Book p98, Workbook p94

Photocopiable Activity: 10E Book vocabulary

### 10F Everyday English

Student's Book p100, Workbook p95

Photocopiable Activity: 10F Why don't we go out ... ?

### 10G Writing

Student's Book p101, Workbook p96

Photocopiable Activity: 10G Dear Patrick ...

### 10 Review and Tests

Self-check 10: Workbook p97

Photocopiable Activity: 10 Review (Find someone who ...)

Student Self-Test Sheets 1–3 (TRCD-ROM)

Unit 10 Progress Tests & Short Tests (Test Bank CD)

### Get Ready for your Exam 8

Workbook pp98–99

### Units 9–10

Language Review, Student's Book p102

Skills Round-up 1–10, Student's Book p103

### iTools Unit 10

#### Teacher's Resource Disk (TRCD-ROM)

Photocopiable Activities

Interactive Exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

## 10A Vocabulary and listening

### Publications

#### LESSON SUMMARY

**Vocabulary:** types of publications

**Listening:** a questionnaire

**Speaking:** discussing books and writing

**Topic:** culture

#### SHORTCUT

To do the lesson in 30 minutes, omit the alternative activity and exercises 1, 5, 6 and 8. The Vocabulary Builder activities can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Write *Reading* on the board. Ask students to brainstorm different types of things they can read, e.g. a book. Allow them about 1 minute for this. Write the students' suggestions on the board as they say them.
- After 1 minute, or when the students have no more ideas, ask a couple of students which of the items on the board they like/dislike reading the most.

#### Exercise 1 page 94

- Students work in pairs and discuss the questions about the last book they read. Do not allow the discussion to go on for too long: just allow enough time for the pairs to think of answers to the questions.
- When students have finished, get some feedback from a few students by asking them to describe the last book that their partner read.

#### Exercise 2 page 94

- Refer students to the list of publications, some of which they will probably have mentioned during the lead-in. Students work in pairs to divide the list into two groups.

#### Exercise 3 page 94

- Play the recording for students to check their answers to exercise 2. Pause the recording after each publication to allow students time to repeat and stress each word in the correct place.
- Students underline the stress in each word.

#### Transcript 3.29 page 94

**Fiction:** comic, novel, play, short story

**Non-fiction:** atlas, autobiography, biography, cookbook, dictionary, encyclopaedia, grammar book, guidebook, magazine, manual, newspaper, textbook, thesaurus

#### Alternative activity

Students work in pairs. What publications do they use every day? Every week? Less often? What do they use them for? Get some feedback from each pair.



#### Exercise 4 page 94

- Draw students' attention to the list of questions and ask them to go through them and decide which of the publications from exercise 2 they would read in each case.
- Students check answers in pairs. Check answers as a class.

1 autobiography 2 biography 3 atlas 4 manual  
5 dictionary 6 play 7 comic 8 encyclopaedia  
9 magazine 10 novel 11 newspaper 12 guidebook  
13 cookbook 14 textbook 15 thesaurus 16 grammar book  
17 short story

For further practice of vocabulary related to publications:

#### Vocabulary Builder 10 (Part 1) page 133

##### 1 Across:

3 magazine 5 comic 6 dictionary 7 cookbook  
8 textbook 9 biography 10 newspaper 12 atlas  
13 play 14 novel

##### Down:

1 encyclopaedia 2 guidebook 4 autobiography  
11 manual

#### Exercise 5 page 94

- Divide students into pairs and tell them to look at the photos. Ask them to discuss whether they recognise the characters and to identify which book they come from (focus on the books rather than on the films).
- Encourage students to talk a little bit about the books, if they have read them. Did they enjoy them?
- Check answers as a class.

1 *Oliver Twist* from *Oliver Twist*.  
2 *Gollum* from *The Lord of the Rings*.  
3 *Edward Cullen* from the *Twilight* series.  
4 *The Mad Hatter* from *Alice in Wonderland*.  
5 *Sherlock Holmes and Watson* from the *Sherlock Holmes* series.

#### Exercise 6 page 94

- Refer students to the authors in the list and ask them if they can match five of them with the books they identified in exercise 5. Ask students if they know of any other books by these authors.
- Students check their answers in pairs. Check answers as a class.

1 *Charles Dickens* wrote *Oliver Twist*.  
2 *JRR Tolkien* wrote *The Lord of the Rings*.  
3 *Stephenie Meyer* wrote the *Twilight* series.  
4 *Lewis Carroll* wrote *Alice in Wonderland*.  
5 *Arthur Conan Doyle* wrote the *Sherlock Holmes* series.

#### Culture note: authors

*Charles Dickens* wrote many novels including *Great Expectations*, *A Christmas Carol*, and *David Copperfield*.

*JRR Tolkien* also wrote *The Hobbit* and *The Silmarillion*.

*Stephenie Meyer* also wrote *The Host*.

*Lewis Carroll* also wrote *Alice Through the Looking Glass*.

*Arthur Conan Doyle* wrote many other novels and stories, including *The Lost World*.

Other authors in the list:

*Jane Austen* wrote *Pride and Prejudice* and *Sense and Sensibility*.

*JK Rowling* wrote the *Harry Potter* series.

#### Exercise 7 page 94

- Tell students that they are going to listen to Matt and Rachel as they do a questionnaire. Refer them to the incomplete sentences and allow them some reading time.
- Play the recording. Students complete the sentences with *Matt* or *Rachel* as appropriate. Students check their answers in pairs. Check answers as a class.

#### Transcript 3.30 page 94

**Rachel** Hi, Matt. What are you reading?

**Matt** It's a magazine article about famous authors. It's really interesting. And there's a questionnaire, too.

**Rachel** Great! I love questionnaires. Let's do it. What's the first question?

**Matt** 'How many books a year do you read?'

**Rachel** Hmm. That's a difficult question. I suppose it means fiction. You know, novels.

**Matt** Yes, probably. So... what's your answer?

**Rachel** About two a month, I guess. That's - what? - twenty-four a year?

**Matt** Twenty-four novels a year? That's loads! I only read about five. I do read lots of comics though.

**Rachel** You can't include those. I read hundreds of magazines! OK, next question.

**Matt** OK. Question 2: 'Would you rather read a novel or see a film of that novel?'

**Rachel** I'd rather read it - definitely. Then you can use your imagination. It's much more interesting.

**Matt** Well, I'd rather see the film. More exciting.

**Rachel** I don't agree. Anyway, what's the next question?

**Matt** 'If you were an author, would you prefer to be poor but famous, or rich but unknown?'

**Rachel** That's tricky. I'd prefer to be rich and famous.

**Matt** That isn't one of the choices.

**Rachel** OK - famous and poor.

**Matt** So fame would be more important to you than money?

**Rachel** Yes, I think so. If I was an author. What about you?

**Matt** I'd prefer to be rich!

**Rachel** I thought so. Are there any more questions?

**Matt** Yes, one more. 'Have you ever written a short story for fun?'

**Rachel** Hmm. No, not really. Only for school.

**Matt** I have.

**Rachel** Really? I didn't know that. What was it about?

**Matt** It was a science-fiction story... about the future.

**Rachel** Really? Can I read it?

**Matt** No.

**Rachel** Oh go on. Please!

**Matt** No, you can't. I don't want anyone to know about it.

**Rachel** So why did you mention it?

**Matt** I was just answering the questions! I didn't want to talk about it...

1 Matt 2 Rachel 3 Matt 4 Rachel 5 Matt

#### Exercise 8 page 94

- Draw students' attention to the incomplete questions and explain that Matt and Rachel ask them in the recording.
- Play the recording a second time. Students do the task and check their answers in pairs. Check answers as a class.

#### Transcript 3.30 page 94

1 How many 2 see a film 3 poor, rich 4 fun

#### Exercise 9 page 94

- Students work in pairs to ask and answer the questions from exercise 8. Encourage students to develop their answers by giving reasons and examples as support.
- Monitor the activity, helping out with ideas or vocabulary as necessary and making a note of any general errors to be addressed at the end of the activity.



For further practice of vocabulary related to books and text:

### Vocabulary Builder 10 (Part 2) page 133

- 3 1 page number 2 chapter 3 contents page  
4 back cover 5 spine 6 hardback 7 paperback  
8 publisher 9 title 10 author 11 front cover  
4 back, contents, page, paper

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can identify and talk about different publications. I can discuss books and writing.*

## 10B Grammar

### The passive (present and past simple)

#### LESSON SUMMARY

**Grammar:** the passive (present and past simple)

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercises 5 and 7. Exercise 6 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 3-4 MINUTES

- Ask students to look quickly at the photo and say what type of building they think it is.
- Write *Library* on the board. Divide students into pairs and ask them to discuss libraries briefly. Do they find them interesting or boring? Are they a member of a library? Do they use the school library often? Allow students no more than 2 minutes to discuss these questions.
- After about 2 minutes, stop the students and get some feedback from the class by asking a few students to report what their partner said about libraries.

#### Exercise 1 page 95

- Refer students to the facts and allow them some time to go through them. When they are ready, discuss as a class which facts they found most surprising.
- Try to involve as many students in the discussion as you can. Encourage students to explain why they found a particular fact surprising.

#### Exercise 2 page 95

- Refer students back to the facts and tell them to look at the verbs in blue. Explain that these verbs are examples of the passive.
- Students complete the rules in the *Learn this!* box. Check answers as a class and read the *Learn this!* box with them.

#### Learn this!

Point out the structure of the passive and emphasise that it always includes the verb *be* + past participle. The verb *be* can be either in the present simple or in the past simple, depending on whether we want to use the present simple passive or the past simple passive.

Explain that we normally use the passive when it is not necessary to say who does the action. However, if we want to include this information, we do this by using *by*.

are kept, are bought, was offered

1 be 2 present, past

#### Exercise 3 page 95

- Students find five more examples of the passive in the facts in exercise 1 and identify if they are present or past simple passive. Check answers as a class.

- 1 is published: present simple passive  
2 weren't printed: past simple passive  
3 were copied: past simple passive  
4 was written: past simple passive  
5 was sold: past simple passive

For further practice of the passive (present and past simple):

#### Grammar Builder 10B page 122

- 1 When the final Harry Potter book was published in the USA, 12 million copies were printed in one go!

The past participle of regular verbs is the same as the past simple form.

2

Base form	Past participle
send	sent
keep	kept
write	written
teach	taught
buy	bought
sell	sold
see	seen
take	taken

- 3 1 is 2 aren't 3 isn't 4 are 5 are 6 is

- 4 1 is contacted 2 is sent 3 is interviewed 4 are taken  
5 is written 6 is paid

- 5 1 was, Marie Curie 2 was, Peter Jackson  
3 were, Levi Strauss 4 were, JK Rowling  
5 was, Beyoncé 6 was, Johnny Depp

- 6 The website Amazon.com was launched in 1995. The name 'Amazon' was chosen because it's the biggest river in the world. At first, only books were sold. Soon, CDs and DVDs were added. Today, all kinds of products are offered on their website. Thousands of ebooks are downloaded every day from the Kindle store. Last year, goods worth \$25 billion were sold!

#### Exercise 4 page 95

- Refer students to the chart and elicit that it is illustrating the differences in publishing between the past and the present.
- Students complete the chart with the present or past simple passive form of the verbs in brackets. They then match four of the sentences with pictures a-d.
- Students check their answers in pairs.

#### Exercise 5 page 95

- Play the recording for students to check their answers to exercise 4. If time permits, discuss the differences between publishing 50 years ago and today with the students as a class. Do they find any of the information surprising?



- 1 were written 2 are typed 3 was sent 4 is emailed  
 5 were drawn 6 are created 7 were made 8 are printed  
 9 were sold 10 are bought  
 a 1 b 3 c 6 d 10

### Alternative activity

Students work in pairs. Ask them to think about how something else is done differently today compared to fifty years ago, e.g. how people communicate with each other (by letter, telegram, telephone, mobile phone, text messages, Facebook, etc).

Students make a similar list of sentences in the past simple passive to describe fifty years ago and in the present simple passive to describe today.

### Exercise 6 page 95

- Refer students to the questions and ask them to look through them quickly. Ask students if they recognise any of the information in them. Elicit that the questions refer to previous lessons they have studied in the book.
  - Students complete the questions with the present or past simple passive form of the verb in brackets. Students check their answers in pairs. Check answers as a class.
- b Was, attacked c Was, banned d Is, played e Was, made f Is, used g Is, celebrated h Was, hit i Was, ruled

### Exercise 7 page 95

- Divide students into pairs and ask them to ask and answer the questions from exercise 6. Encourage them to try to answer the questions from memory. If they can't, tell them to refer to the appropriate lesson to find the answers.
  - Monitor the students, listening out for correct use of the present and past simple passive.
- a Yes, it was b Yes, she was c Yes, it was d Yes, it is  
 e No, it wasn't f No, it isn't g Yes, it is h Yes, it was  
 i No, it wasn't.

### Extension – stronger students

In pairs, students try to write three or four more questions using the passive based on any other information or general knowledge from units in the Student's Book. Students exchange their questions with other pairs and try to find the correct answer by searching for the relevant information.

### Extension – weaker students

Write *tree – paper* on the board. Ask the students what the connection is between the two words. Elicit the sentence *Paper is made from trees*. Write the following pairs of words on the board: *milk – cows, wheat – bread, public transport – passengers, books – authors, songs – musicians*. Students make logical sentences using the present simple passive to link the two words together.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use the present and past simple passive. I can describe the different stages of a process.*

## 10C Culture

### To be or not to be?

#### LESSON SUMMARY

**Reading:** biography of Shakespeare

**Listening:** Shakespeare's plays

**Speaking:** discussing famous writers

#### SHORTCUT

To do the lesson in 30 minutes, omit the extensions and exercise 7. Exercises 2, 3 and 6 can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Ask the students to work in pairs and to think of the names of as many famous English writers as they can.
- After 2 minutes, get feedback from each pair, putting their suggestions on the board. Can they tell you anything about them?

### Exercise 1 page 96

- Ask the class if they have ever heard of William Shakespeare and if they have ever read any of his works (either in English or in their own language). Get some feedback from a few students.
- Draw students' attention to the list of words and explain the task. In pairs, they identify five titles.
- Discuss the question briefly with the class.

*Anthony and Cleopatra; Romeo and Juliet; King Lear; Julius Caesar; Hamlet*

### Exercise 2 page 96

- Refer the students to the text and to the numbers. Remind them that for this task they need to skim-read to locate the numbers. As they do it, they will get a general understanding of what the text is about.
  - Students do the task and check their answers in pairs. Check as a class.
- 2 When he was fifteen, he started working in his father's business.  
 3 When he was eighteen, he met and fell in love with Anne Hathaway.  
 4 He wrote thirty-seven plays.  
 5 He wrote a hundred and fifty-four sonnets.  
 6 He died at the age of fifty-two.

### Exercise 3 page 96

- Draw students' attention to the incomplete statements and explain the task. Point out that the statements are paraphrases of sentences in the text and that the students should compare them carefully to identify which word they need.
- Encourage them to think about the word that is missing and to identify if they need a noun, verb, adjective, etc.
- Students do the task and check their answers in pairs. Check as a class.

- 1 born 2 seven 3 school 4 daughter 5 twins  
 6 money 7 identity 8 died

### Extension – fast finishers

Students write 2 or 3 more gapped sentences based on the text, and exchange their sentences for their partner to try and complete.



## Exercise 4 page 96

- Refer students to the photos of the three students and explain that they are going to hear them speak about some of Shakespeare's plays.
- Ask them if they think that young people would enjoy studying Shakespeare and get some feedback from the class.
- Play the recording. Students do the task. They check their answers in pairs. Check answers as a class.

## Transcript 3.32 page 96

**Interviewer** I'm on the streets of Stratford-upon-Avon, where Shakespeare was born and died about 400 years ago. I want to ask some young people what they think of Shakespeare... Hello, excuse me. Can I ask you a couple of questions about Shakespeare?

**Leon** Yes, OK.

**Interviewer** Have you ever seen a Shakespeare play?

**Leon** Yeah, I saw *Hamlet* last year. Our whole class went to see it. We're studying it at school, you see.

**Interviewer** What's your opinion of Shakespeare? What do you think of his plays?

**Leon** Aw, he's too difficult. I mean, the language is too hard to understand. It's so old-fashioned. I hate it. I just can't understand what it's all about.

**Interviewer** OK, thanks for that... Excuse me. Can I ask you, what do you think of Shakespeare? Do you find him very difficult?

**Maya** Well, yes, the language in Shakespeare's plays is difficult, of course, but I have a really good teacher at school who makes it a lot easier. And once you understand the language, you understand how fantastic the stories are. I mean, for example, *Hamlet* is really action-packed and very exciting.

**Interviewer** Have you seen any Shakespeare plays?

**Maya** Yes, I've seen *Romeo and Juliet*. We're studying it at school. I've seen *King Lear* too. You have to see them at the theatre. That's how they should be seen.

**Interviewer** OK, thanks very much... Excuse me, I'm just asking young people about Shakespeare. What do you think of Shakespeare? Are his plays interesting?

**Riley** Yes, I think so. I mean he writes about important topics.

**Interviewer** Important topics? What, for example?

**Riley** Things like love and hate, politics, society, that kind of thing. I also think the people in his plays are interesting. Yeah, the characters are very interesting.

**Interviewer** Are you studying any of his plays at school?

**Riley** Yes, we're reading *Julius Caesar*. In fact I'm going to see it this evening. That's why I'm in Stratford.

**Interviewer** Have you seen any other Shakespeare plays at the theatre?

**Riley** Yes, I saw *Romeo and Juliet* in London last summer. It was set in New York, and the actors' clothes were all modern, and there were gangsters with guns. It was great, because I could understand what was happening. I really began to understand what Shakespeare was trying to say.

1 *Hamlet* 2 *Romeo and Juliet* 3 *Julius Caesar*

## Exercise 5 page 96

- Allow students time to read the multiple-choice questions and options. Remind them to identify and underline keywords that will help them focus as they listen.
- Play the recording a second time. Students choose the correct options and check their answers in pairs. Check as a class.

## Transcript 3.32 page 96

1 c 2 b 3 a 4 b 5 c 6 c

## Exercise 6 page 96

- Ask the class what two types of literature are mentioned in the text in exercise 2 and elicit that Shakespeare wrote poems (or sonnets) and plays. In pairs, ask students to brainstorm as many other types of literature as they can in 1 minute. Put their ideas on the board.

- Refer them to the incomplete sentences and the types of literature. They complete the sentences. Check answers as a class. What is their favourite type?

1 plays 2 novels, short stories 3 poems

## Exercise 7 page 96

- Divide students into small groups and refer them to the question. They discuss famous writers from their own country. Encourage them to think about the different types of writers in exercise 6.
- Monitor the students as they discuss, helping out where necessary. When they have finished, get some feedback from each group.
- Round off the activity by having a class discussion on who the students think is the best writer from their country.

### Extension – stronger students

Students write a short biography of a famous writer from their own country using the model text in the lesson as a guide for structure. You might like to set students some research for homework and do the writing in class later. Students could bring the information they find and select relevant information to do their own piece of writing.

### Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit the answers: I can understand information about Shakespeare. I can discuss famous writers.

## 10D Grammar

### The passive (present perfect and future)

#### LESSON SUMMARY

**Grammar:** the passive (present perfect and future)

**Speaking:** talking about experiences and making predictions

#### SHORTCUT

To do the lesson in 30 minutes, omit the extension and exercises 1, 4, and 7. Exercise 5 and the Grammar Builder activities can be set for homework.

#### LEAD-IN 4–5 MINUTES

- Tell students to work in pairs and ask them to think about how technology has changed life over the last ten years. Tell them to think of any changes they can.
- After 1 minute, stop the students and get some feedback by asking each pair to tell you how they think technology has changed life over the last ten years.

### Exercise 1 page 97

- Refer students to the photo and elicit that it is an ebook reader. Students read through the text quickly.
- Have a brief class discussion about the advantages and disadvantages of ebooks. Encourage students to use the words given to help them.

### Exercise 2 page 97

- Ask students what the two components of the passive are and elicit that the passive always contains the verb *be* and the past participle.



- Tell students to look through the text in exercise 1 and to underline the passive forms and identify what tense they are. They complete the table with examples from the text.

- 1 have been bought (and sold) / have been produced / have been downloaded
- 2 haven't been replaced
- 3 has the final chapter been written?
- 4 will be added / will be kept
- 5 won't be sold
- 6 Will printed books be completely replaced?

For further practice of the passive (present perfect and future):

### Grammar Builder 10D pages 122–123

- 7 1 has been 2 has been 3 has been 4 have been  
5 has been
- 8 1 A window has been broken.  
2 Our house has been burgled.  
3 Four paintings have been stolen.  
4 Three people have been questioned by the police.  
5 A man and a woman have been arrested.  
6 We've been contacted by the local newspaper.
- 9 1 will be read 2 will be corrected 3 will be emailed  
4 will be designed 5 will be printed 6 will be sent
- 10 1 have been written 2 are, found 3 will, be held?  
4 is sold 5 has been made 6 were, invented  
7 was spoken 8 Has, been hit

### Exercise 3 page 97

- Refer students to the prompts and explain that they have to write questions using the present perfect passive and *ever*. Point out the example to the students.
  - Students make questions from the prompts. Students check their answers in pairs. Check answers as a class.
- 2 Have you ever been bitten by a dog or a cat?
  - 3 Have you ever been injured playing sport?
  - 4 Has your house ever been burgled?
  - 5 Has your mobile phone ever been stolen?
  - 6 Has your hair ever been cut by a family member?

### Extension – fast finishers

If students finish early, ask them to make five more questions using the present perfect passive and their own ideas. When students have finished, they work in pairs to ask and answer the questions.

### Exercise 4 page 97

- Students work in pairs to ask and answer the questions they made up in exercise 3. Monitor the students to make sure they are using the passive voice correctly in their questions and answers.
- Remind them that if they are going to give more information about an event, they should use the past simple. For example, *Yes, I have been stung by a bee. I was stung last summer.*

### Exercise 5 page 97

- Students complete the facts using the present perfect passive form of the verb in brackets. Students check their answers in pairs. Check answers as a class.
- 1 have been published 2 have been sold 3 have been sent
  - 4 have been added 5 have been delivered 6 have been added

### Exercise 6 page 97

- Students complete the predictions using the future passive form of the verb in brackets. Students check their answers in pairs. Check answers as a class.

- 1 will be sold 2 will be done 3 will be included
- 4 will be built 5 will be taken 6 will be powered
- 7 will be spoken 8 will be fought

### Alternative activity

Students work in pairs. Ask them to imagine life twenty years from now and tell them to make five more predictions of their own using the future passive.

When students have finished, they present their predictions to the class. Have a vote on whose predictions are most realistic/unrealistic.

### Exercise 7 page 97

- Divide students into pairs or small groups. Students discuss the predictions from exercise 6 and decide whether they agree or disagree with them.
- Encourage them to use the future passive as much as possible as they discuss the predictions. Ask them to try to explain their opinions about the predictions.
- Monitor the students as they speak, listening out for the correct use of the passive.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use the present perfect and future passives to talk about experiences and make predictions.*

## 10E Reading

### Vampire stories

#### LESSON SUMMARY

**Reading:** personal account of an author

**Speaking:** discussing life as an author

**Topic:** culture

To do the lesson in 30 minutes, omit the extensions and exercises 1, 6, 7 and 8. Exercise 5 can be set for homework.

#### LEARNING 4–5 MINUTES

- Write the word *vampire* on the board and ask students to give you a definition. Write any useful words or expressions on the board as you elicit the answer.
- In pairs, students find out if they have read any books or seen any films about vampires and why they like or dislike them. Ask them why they think people are interested in vampire stories. Get some feedback from individual students around the class.

### Exercise 1 page 98

- Refer students to the photos and ask them to discuss questions a–c. Get some feedback from the class.



### Culture note: Dracula films

Students will probably be familiar with the more recent vampire book and film hit series *Twilight* mentioned in the text, but the fascination with vampires and the figure of Count Dracula has been a source of inspiration for many writers, film directors and actors over many years. Many film critics describe the 1922 film *Nosferatu* in which Max Schreck played the ghostly and strange Count Orlok as a vampire masterpiece. Bela Lugosi played Dracula in the 1931 film and Christopher Lee went on to make many films in the role of Dracula from 1958–1975.

### Exercise 2 page 98

- Tell students to read through the text quickly, reminding them that they are aiming for a general understanding and to ignore any unknown vocabulary for now. Students choose the type of text from the options a–d.
- Students check answers in pairs. Check answers as a class.

### Transcript 3.33 page 98

a

### Exercise 3 page 98

- Students reread the text. Draw their attention to the headings A–F and tell them that five of them match with the paragraphs 1–5 in the text. Remind them that there is one heading that they do not need to use. Point out that each heading should match the overall idea of each paragraph.
- Students match the headings to the paragraphs and check their answers in pairs.
- Check answers as a class.

1 C 2 B 3 A 4 E 5 F

### Exercise 4 page 98

- Draw students' attention to the highlighted words in the text and to the definitions given. Ask them to match them together and remind them to try to use the context of the sentence to guess the correct answer.
- Students check answers in pairs. Check answers as a class.

1 characters 2 sequel 3 chapter 4 epilogue 5 plot  
6 female lead

### Extension – stronger students

Students write four sentences based on the text. Two of the sentences should be true and two of the sentences should be false. When students have finished, they swap their sentences with a partner and decide which sentences are true or false.

### Extension – weaker students

Students make sentences using the vocabulary from exercise 4 to illustrate their meaning.

### Exercise 5 page 99

- Students complete the questions using the words given. Students check answers in pairs. Check answers as a class.

2 Who 3 How many 4 What 5 Why 6 Which

### Exercise 6 page 99

- Students work in pairs to ask and answer the questions in exercise 5. As this is a speaking exercise, it is not necessary for students to write the answers. However, they may find it helpful to locate the answers and underline the relevant parts of the text before they do the speaking activity.
- Monitor the students as they do the task, helping out with any problems as necessary.

1 It was published in 1976.

2 Anne Rice wrote *The Vampire Chronicles*.

3 About 80 million copies have been sold.

4 She wrote an epilogue after the last chapter.

5 They took legal action because *Nosferatu* was too similar to *Dracula*.

6 They deal with the fight between good and evil and the difference between what you want to do and what you should do.

### Exercise 7 page 99

- Tell students they are going to listen to a song about vampires, 'Bloodletting' by Concrete Blonde. Refer them to the three options and allow them some reading time before they listen to the song.
- Students listen to the song while they read the lyrics. They choose the correct option to answer the question.
- Students check their answers in pairs. Check answer as a class.

### Transcript 3.34 page 99

b

### Culture note: Concrete Blonde

Concrete Blonde is an alternative rock band from the USA. *Bloodletting* was the title of their third album which is described as goth rock in style. It was originally released in 1990 and re-released in 2010.

### Exercise 8 page 99

- Refer students to the questions and instruct them to work in pairs to ask and answer them. If you have done the *Lead-in*, remind students of the ideas they thought of.
- Encourage students to develop their answers by giving reasons and examples. Monitor the students, making a note of any general errors to be addressed at the end of the activity.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can understand a text about vampire novels. I can discuss life as an author.*



# 10F Everyday English

## Arranging to meet

### LESSON SUMMARY

**Listening:** conversation making an arrangement to meet

**Speaking:** arranging to meet

**Topic:** family and social life

### SHORTCUT

To do the lesson in 30 minutes, omit exercises 2, 5 and 9. Exercises 3 and 4 can be set for homework.

### LEAD-IN 3-4 MINUTES

- Students work in pairs. Ask them to discuss briefly where they normally meet their friends and what they do. Allow them about 1 minute for this.
- After 1 minute, stop the students. Get some feedback from the class by asking a few students to describe where their partner usually meets their friends.

### Exercise 1 page 100

- Refer students to the photo and ask them what they think the teenager is talking about. Elicit any acceptable responses.
- Students read and listen to the dialogue and answer the question. Students check their answers in pairs. Check answers as a class.

### Transcript 3.35 page 100

Jack and Sophie are going to meet by the bus stop in fifteen minutes.

### Exercise 2 page 100

- Point out the words in blue in the text and ask students to think of their own alternatives that could be used instead.
- When students are ready, they work in pairs to practise the dialogue in exercise 1, using their own ideas instead of the words in blue. When they finish, they swap roles.

### Exercise 3 page 100

- Draw students' attention to the incomplete suggestions and ask them to find the different expressions in the text. They should also find three different responses.
- Check answers as a class.

- 1 'Do you fancy meeting up?' 'Yes, OK. What do you want to do?'
- 2 'Shall we meet by the bus stop?' 'Good idea.'
- 3 'Why don't we go for a pizza after the film?' 'Sure. Why not?'

### Exercise 4 page 100

- Go through the *Speaking strategy* with the students and point out the phrases that we use when we are suggesting alternatives.
- Students look at the dialogue again and find an expression used to suggest an alternative.

Sophie suggests an alternative. She says: 'I'd rather see the film first, if that's OK.'

### Exercise 5 page 100

- Refer students to the different hobbies and interests. Explain that they are going to work in pairs to practise making alternative suggestions and coming to an agreement.

- Divide students into A/B pairs and make sure they understand the instructions. Encourage them to use a variety of expressions from exercises 3 and 4.
- Monitor the students, helping out as necessary.

### Extension – fast finishers

In pairs, students add 3 or 4 more activities to the list in exercise 5, and practise suggesting and accepting to do the activities.

### Exercise 6 page 100

- Tell students they are going to listen to a conversation between Lisa and Gary. Allow them some time to read through the multiple choice questions before they listen.
- Remind students to identify keywords that will help them locate the answer in the listening exercise.
- Play the recording. Students answer the questions and check their answers in pairs. Check answers as a class.

### Transcript 3.36 page 100

**Gary** Hi, Lisa.

**Lisa** Hi, Gary. How are you?

**Gary** Fine, thanks.

**Lisa** Where are you?

**Gary** I'm at the entertainment store in town. What about you?

**Lisa** I'm just getting off the bus next to the park. The entertainment store is near the park, isn't it?

**Gary** Yeah, it's just next to it.

**Lisa** Why don't we meet in the park? It's a beautiful day. We can have a picnic!

**Gary** Have you got any food with you?

**Lisa** No – but I've got some money. And I'm standing right outside a supermarket!

**Gary** Oh, OK!

**Lisa** Well? Do you fancy coming to the park for a picnic?

**Gary** I'd prefer to finish my shopping first. I need to buy a present for my brother.

**Lisa** What are you going to get him?

**Gary** A computer game probably – if I can find a good one that he hasn't got!

**Lisa** Well, why don't we meet in the entertainment store instead? I could help you find a present. And I want to buy the new Shakira CD anyway.

**Gary** Great. Thanks!

**Lisa** And then shall we have a picnic in the park?

**Gary** Sure. Why not?

1 c 2 a 3 b 4 c

### Exercise 7 page 100

- Play the recording a second time. Refer students to the *Speaking strategy* again and ask them to tick the two expressions that they hear in the dialogue.
- Check answers as a class.

### Transcript 3.36 page 100

I'd prefer to...; Why don't we...instead?

### Exercise 8 page 100

- Students work in A/B pairs. Refer them to the instructions and go through them as a class, making sure students understand what they have to do.
- Students prepare their dialogue, using the information given and the expressions they learned in exercises 3 and 4. Monitor the students as they prepare, helping out with any vocabulary or ideas as necessary.
- Encourage students to practise their dialogues if they finish preparing before other students.



### Exercise 9 page 100

- Students act their dialogue from exercise 8 for the class. Encourage the other students to pay attention as they listen to the different role-plays and have a vote for the best dialogue at the end of the activity.

#### Alternative activity

Students work in pairs. Ask them to prepare a dialogue in which they arrange to meet a friend using their own ideas. Encourage them to use the same structure as they did in exercise 8.

When students have finished, they act out their dialogues for the class. Have a vote on which dialogue is the best.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can make arrangements to meet somebody.*

## 10G Writing

### An informal letter

#### LESSON SUMMARY

**Vocabulary:** everyday functions

**Writing:** an informal letter

**Topic:** culture

#### SHORTCUT

To do the lesson in 30 minutes, any of exercises 2, 3, 4, 5 or 6 can be set for homework.

#### LEAD-IN 3–4 MINUTES

- Students work in pairs. Ask them to tell each other about a book that they would definitely recommend and to explain why.
- After about 1 minute, stop the students and get some feedback from the class by asking a few students to describe what book their partner would recommend and why.

### Exercise 1 page 101

- Students read the letter and answer the questions. Check answers as a class.

- 1 Helen is writing to her grandmother.
- 2 She has invited her to lunch next Saturday.
- 3 She has just finished reading *The Lord of the Rings*.

### Exercise 2 page 101

- Students read through the letter again and underline the different expressions that Helen uses to express the different functions a–e.
- Students check answers in pairs. Check answers as a class.

- a I'm not mad about the film, but I love the book.
- b Do you fancy coming to see the school play?
- c I'm really sorry, but I can't make it.
- d I think you should read it.
- e I was sorry to hear about your cat. You must miss him.

### Exercise 3 page 101

- Students match the expressions with the functions a–e in exercise 2. Check answers as a class.

1 b 2 e 3 a 4 d 5 c

### Exercise 4 page 101

- Refer students to the prompts given and ask them to use the expressions from exercises 2 and 3 to perform the functions. Monitor the students as they do the activity, helping out with any problems as necessary.

#### Students' own answers

### Exercise 5 page 101

- Go through the *Writing strategy* with the students. Point out that informal letters normally include the sender's address and the date at the top of the letter.
- Refer students to the spaces A and B at the top of the letter. Ask students to match A and B with two of the functions from the list.
- Check answers as a class.

A Helen's address B the date

### Exercise 6 page 101

- Go through the instructions with the students, making sure they understand the information that they have received in the letter from their English friend.
- Point out that they should include information on all of the points that are asked for. Encourage them to use the letter in exercise 1 as an example and remind them to use expressions from exercises 2 and 3.
- Remind students to go through the checklist to make sure they have completed the task properly.

#### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answers: *I can use and understand expressions for everyday functions. I can write an informal letter.*



# Language Review / Skills Round-up

## Language Review 9–10

### Exercise 1 page 102

1 burglar 2 murderer 3 vandal 4 shoplifter 5 joyrider  
6 robber

### Exercise 2 page 102

1 e 2 c 3 a 4 b 5 d 6 f

### Exercise 3 page 102

1 had spent 2 hadn't done 3 had drunk 4 hadn't bought  
5 had come 6 had dropped

### Exercise 4 page 102

1 My brother said Ellie could use his phone.  
2 Laura said it was too cold to play football.  
3 My sister said she had done her homework.  
4 My dad said he wasn't laughing.  
5 Grace said that the soup tasted funny.  
6 Jenny said that she didn't want to watch TV.

### Exercise 5 page 102

1 d 2 f 3 a 4 e 5 c 6 b

## Unit 10

### Exercise 6 page 102

1 c 2 e 3 a 4 f 5 d 6 b

### Exercise 7 page 102

1 characters 2 chapter 3 female lead 4 plot 5 epilogue  
6 sequel

### Exercise 8 page 102

1 are spoken 2 was visited 3 are worn 4 were left 5 is used  
6 was held

### Exercise 9 page 102

1 My jacket has been stolen.  
2 Your car will be washed while it's in the car park.  
3 A bell will be rung when it's time for dinner.  
4 A lot of new houses have been built in the capital.  
5 Cheese has been made in this village for centuries.  
6 One day, music will only be sold online.

### Exercise 10 page 103

1 fancy 2 don't 3 rather 4 Shall 5 Why 6 not

## Skills Round-up 1–10

### Exercise 1 page 103

a did not happen b 5 c 3 d 2 e 1 f 4

### Exercise 2 page 103

### Transcript 3.37 page 103

**Anna** Come in!

**Dani** Hello, Anna.

**Anna** Oh, hi Dani. How are you?

**Dani** I'm fine. And you?

**Anna** Yes, fine. Feeling a bit sad though – you know, about leaving.

**Dani** Yes, yes, I understand. When are you going?

**Anna** Tomorrow. My course starts next Wednesday, but I want a few days to get used to it.

**Dani** Remind me...which university is it?

**Anna** The University of Liverpool. I'm starting a degree in Economics.

**Dani** Oh, yes.

**Anna** It's a three-year course.

**Dani** Have you got anywhere to live in Liverpool?

**Anna** Yes, I have. The university provides accommodation for all first-year students. Next year I'll probably rent a flat – or share a house.

**Dani** You don't seem very excited about it!

**Anna** I am excited – but as I said, I'm also a bit sad about leaving. I mean, I've made some good friends here at the camp. Like you and...

**Dani** ...and Jack.

**Anna** Yes, Jack. Anyway, Liverpool isn't that far away from here. I checked. It's only about 120 kilometres. Jack can come and visit me in his car! And you...

**Dani** He's leaving too, you know. Next week.

**Anna** Who? Jack?

**Dani** Yes, didn't he tell you? He was offered another job somewhere.

**Anna** He didn't tell me about that!

**Dani** Oh, I see. Maybe it's a secret, and he's only told his closest friends.

**Anna** Hmph. [knock at door] Who is it?

**Jack** It's me, Jack.

**Dani** It's Jack! Don't tell him I told you.

**Anna** OK, I won't. I promise.

**Jack** Can I come in?

**Anna** Oh, yes. Of course.

**Jack** Hi, Dani. Hi, Anna. Have you packed your bags then?

**Anna** No, not yet. I'll do that tonight. You're in a good mood!

**Jack** Yes, I am. Well, it's Friday today. It's nearly the weekend.

**Dani** What are your plans for the weekend, Jack? Are you doing anything tomorrow night?

**Jack** No, not really.

**Dani** Do you fancy going into Leeds? Maybe we could see a film, have a pizza...

**Jack** Yes, sure. Why not? There's a French film at the cinema – a police drama – I really want to see it. How about you, Anna?

**Anna** I won't be here. I'm leaving tomorrow.

**Jack** Oh, yes, that's right. Anyway, I'm just going to the shop to buy some bread. Do you need anything?

**Dani** No, thanks.

**Anna** No, I'm fine.

**Jack** OK. See you later. Bye!

**Dani** He's in a good mood.

**Anna** Yes, he is.

**Dani** I wonder why?

**Anna** Like he said, it's the weekend soon.

**Dani** OK, see you later.



**Anna** Yes, bye. [on phone] Hi Libby?...Me? Oh, I'm not feeling too happy...Yes, tomorrow...I'm going by train...Yes, yes. Jack knows I'm leaving...No, he doesn't. He seems really happy! I don't understand it...I know. Me too. I really thought he liked me!

confused and sad

**Exercise 3** page 103

**Transcript** 3.37 page 103

1 c 2 c 3 a 4 b 5 c

**Exercise 4** page 103

He is not sad because he's moving to Liverpool too.

**Exercise 5** page 103

A 4 B 5 C 2 D 1

**Exercise 6** page 103

Students' own answers

**Exercise 7** page 103

Students' own answers



2<sup>nd</sup> edition

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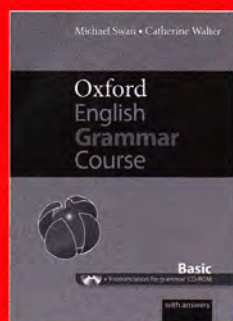
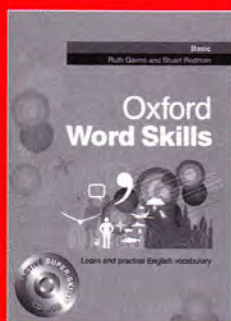
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